





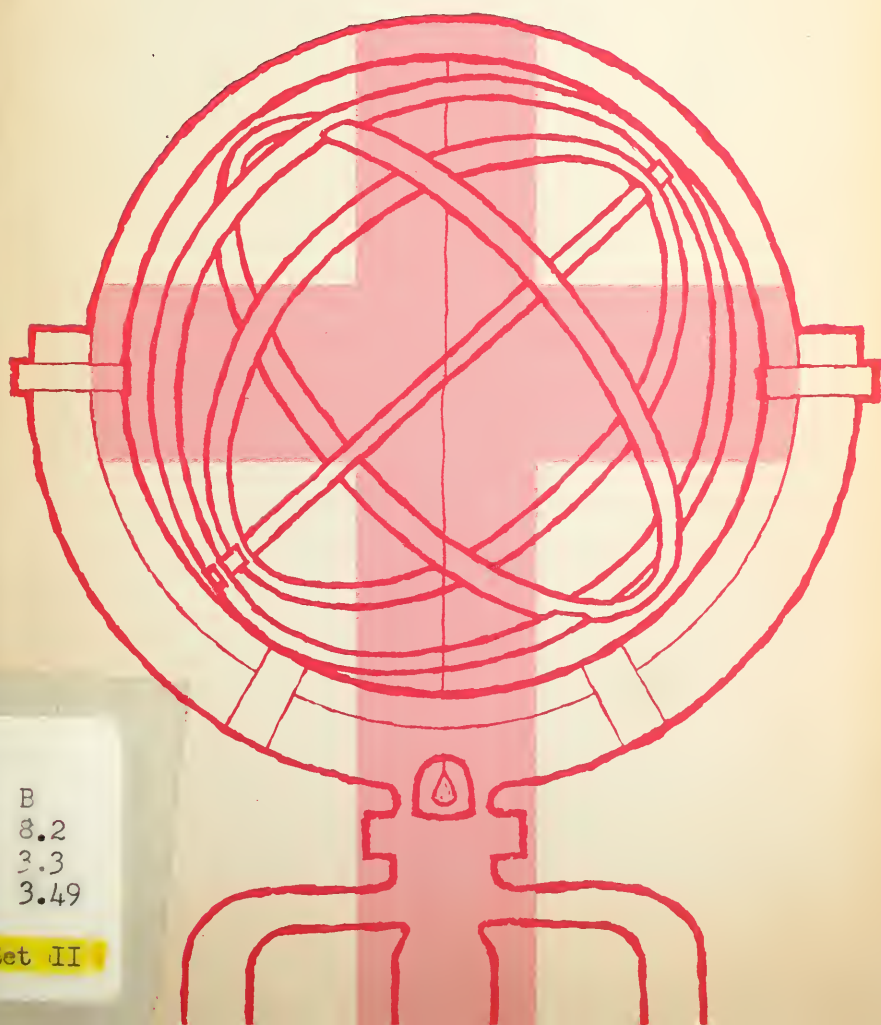




COLLEGE OF ARTS AND SCIENCES


# LOYOLA UNIVERSITY

IN NEW ORLEANS ■■■ BULLETIN 1966-67



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Loyola University  
COLLEGE OF  
ARTS AND SCIENCES

1966 - 1967



*Ad Majorem Dei Gloriam*

## LOYOLA UNIVERSITY BULLETIN

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Loyola University, Incorporated April 15, 1912. Authorized to grant degrees by The General Assembly of Louisiana for the year 1912.

The Legal and Corporate Title of the University is "Loyola University, New Orleans".

All donations, endowments, legacies, bequests, etc., should be made under this title.



# ARTS AND SCIENCES

Founded in 1912

## ACCREDITATION:

Southern Association of Colleges and Schools.

National Council for Accreditation of Teacher Education for the preparation of elementary teachers, secondary teachers, and principals leading to the Bachelor's or the Master's degree.

Approved for Teacher Education by the Louisiana State Board of Education.

## MEMBERSHIPS:

American Association of Colleges for Teacher Education.

American Council on Education.

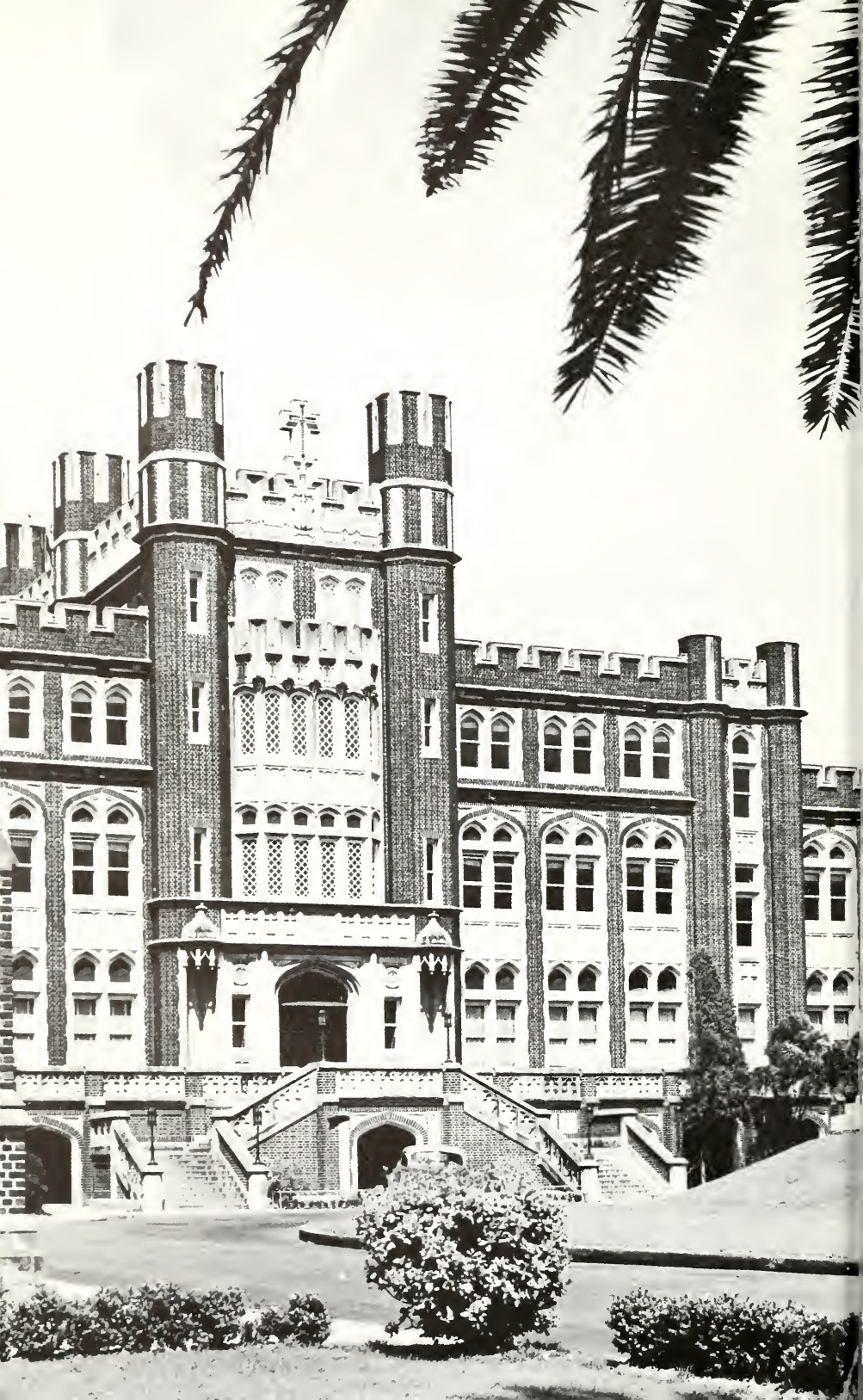
Association of American Colleges.

Jesuit Educational Association.

National Catholic Educational Association.

National Educational Association.

Southern Association of Colleges and Schools.



# Table of Contents

	Page
Academic Calendar.....	4
Administration and Faculty.....	8
The University.....	18
Organization.....	22
How to Apply.....	25
Admission Requirements.....	26
Student Expenses.....	27
Scholarships and Financial Aid.....	28
Student Housing.....	29
Student Organizations.....	32
Administrative Procedure.....	38
Degree Requirements.....	43
Reserve Officers Training Corps.....	46
International Studies Program.....	49
Degree Programs.....	52
Departments of Instruction.....	62
Jesuit Educational Association.....	126
Index.....	127

# Academic Calendar

1966 - 1967

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JUNE

1966

- 13-14 Registration for Summer Session in New Orleans.
- 15 Classes begin in New Orleans.
- 16-17 Registration for Summer Session in Mexico City.
- 20 Classes begin in Mexico City.

SEPTEMBER

- 9 Terminal date for admissions.
- 12-17 Freshman Orientation and Registration.
- 12 Registration of Transfer Students.
- 14-16 Registration of Sophomores, Juniors and Seniors.
- 19 Official opening of Fall Semester with Mass of the Holy Spirit at 12:00 M.
- 20 Lectures and Classes begin at 8:10 A.M.
- 27 Latest date for changes or official dropping of courses. (Grades of WP or WF will be given in those courses dropped after this date.)

OCTOBER

- 27 Latest date for application of candidates for degrees to be conferred in May 1967.

NOVEMBER

- 1 Feast of All Saints. University holiday.
- 16 Mid-semester grades due.
- 22 Thanksgiving holidays begin after last class.
- 28 Classes resumed.

DECEMBER

- 8 Feast of Immaculate Conception. University holiday.
- 20 Christmas holidays begin after last class.

S M T W T F S

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## JANUARY 1967

- 4 Classes resumed.
- 16-26 Final Examinations.
- 26 End of Fall Semester.
- 27-28 Mid-session holidays. Registration of new students.
- 30 Classes begin for Spring Semester. Fee for late registration.

## FEBRUARY

- 6-7 Mardi Gras. University holidays.
- 10 Latest date for changes or official dropping of courses. (Grades of WP or WF will be given in those courses dropped after this date.)

## MARCH

- 17 Mid-semester grades due.
- 22 Easter holidays begin after last class.
- 28 Classes resumed.

## APRIL

- 24-28 Pre-registration for academic year 1967-1968.

## MAY

- 4 Ascension Thursday. University holiday.
- 8 Theses due in final form from candidates for graduation in May 1967.
- 10 Award Day at 11:00 A.M. in Field House.
- 15-19 Senior examinations.
- 22-30 Final examinations for underclassmen.
- 29 Baccalaureate Mass 5:00 P.M.
- 30 Commencement exercises 8:00 P.M.





# ADMINISTRATION



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Reverend John F. Keller, S.J., *Executive Vice-President*, Loyola University

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Colonel Robert Sabolyk, MPC., *Commandant of University R.O.T.C.*  
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I. A. Timmreck, Ph.B., *Coordinator of Development and Director of Alumni*

# FFICERS OF INSTRUCTION

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- VIOLA A. PARTRIDGE, B.A., *Visiting Lecturer in Mathematics*.  
B.A., William Smith College, 1941.
- ALVIN L. PERRIE, JR., M.A., *Instructor in Classical Languages*.  
A.B., Rockhurst College, 1961; M.A., Stanford University, 1963.
- ANNA R. PERSICH, B.S., *Assistant Professor of Medical Technology*.  
B.S., Ursuline College, 1939; M.T., (A.S.C.P.), 1948.



- ROBERT C. PETTERSON, PH.D., *Associate Research Professor*.  
B.S., University of Maine, 1947; Ph.D., University of Southern California, 1957.
- WILLIAM S. PFAFF, *Visiting Lecturer in Journalism*.
- REV. J. EMILE PFISTER, S.J., S.T.D., *Assistant Dean of Arts and Sciences; Assistant Professor of Theology; Chairman of the Department*.  
A.B., Woodstock College, 1951; Ph.L., *ibid.*, 1952; M.A., *ibid.*, 1953; S.T.L., St. Louis University, 1960; S.T.D., The Pontifical Faculty of Theology, Woodstock College, 1964.
- REV. A. PATRICK PHILLIPS, S.J., M.A., *Instructor in Theology*.  
B.S., Spring Hill College, 1952; M.A., St. Louis University, 1958; Ph.L., *ibid.*, 1958; S.T.L., St. Mary's College, 1963.
- REV. ALVIN J. PILIE, S.J., A.B., *Associate Professor of Theology*.  
A.B., St. Louis University, 1937; S.T.L., *ibid.*, 1947.
- REV. JAMES J. PILLAR, O.M.I., PH.D., *Assistant Professor of History*.  
S.T.L., The Catholic University of America, 1955; Ph.D., Gregorian University, Italy, 1964.
- REV. LOUIS A. POCHE, S.J., M.A., *Instructor in Theology; Chaplain of the College of Music*.  
A.B., Woodstock College, 1948; M.A., *ibid.*, 1950.
- ROSE MARIE RAPIER, M.A., *Visiting Lecturer in English*.  
B.A., Newcomb College, 1962; M.A., Tulane University, 1966.
- REV. ROBERT J. RATCHFORD, S.J., PH.D., *Assistant Professor of Chemistry*.  
B.S., Spring Hill College, 1953; Ph.D., The Catholic University of America, 1958.
- HALBERT A. REEVES, M.A., *Assistant Professor of English*.  
B.A., Tulane University, 1950; M.A., *ibid.*, 1952.
- JESUS R. RODRIGUEZ, ED.D., *Associate Professor of Spanish; Chairman of the Department of Modern Foreign Languages*.  
B.A., Instituto de Santa Clara, Cuba, 1934; Ed.D., Havana University, 1947; M.A. in Eng., Universidad Central, Cuba, 1952.
- COLONEL ROBERT SABOLYK, B.S., *Professor of Military Science*.  
B.S., Michigan State College, 1952.
- GEORGE SAPORITO, M.S.W., *Visiting Lecturer in Sociology*.  
Ph.B., Loyola University, New Orleans, 1950; M.S.W., Tulane University, 1956.
- SOPHIA N. SELLARS, M.ED., *Visiting Lecturer in Education*.  
A.B., Wellesley College, 1933; M.Ed., Emory University, 1954.
- WILLIAM SLATTER, A.B., *Visiting Lecturer in Journalism and Television*.  
A.B., Louisiana State University, 1954.
- HILDA CHIARULLI SMITH, PH.D., *Associate Professor of Education*.  
B.S., Syracuse University, 1941; M.A., *ibid.*, 1947; Ph.D., *ibid.*, 1955.
- ISABEL SNYDER, A.M., *Associate Professor of Spanish*.  
Ph.B., Loyola University, New Orleans, 1930; A.M., *ibid.*, 1934.
- REV. LOUIS G. SONIAT, S.J., A.M., *Professor Emeritus of Theology and Modern Foreign Languages*.  
A.B., Gonzaga University, 1925; A.M., *ibid.*, 1926.
- THOMAS J. SPITZFADEN, B.A., *Instructor in Theology*.  
B.A., Immaculate Conception College, 1965.
- GREGORY J. STAM, PH.D., *Assistant Professor of German and Russian*.  
B.A., Academy of Commercial Sciences, Vienna, 1927; M.A., *ibid.*, 1929; Ph.D., University of Vienna, 1931.

- A. L. STEPLOCK, M.D., *Professor of Medical Technology; Director of Hospital Training.*  
B.S., University of Arkansas, 1947; M.D., Tulane University, 1949; Diplomat of American Board of Pathology, 1954.
- CHARLES E. STETLER, M.A., *Instructor in English.*  
A.B., Duquesne University, 1950; M.A., *ibid.*, 1961.
- LAWRENCE J. STROHMEYER, M.S., *Associate Professor of Physics.*  
B.S., Loyola University, New Orleans, 1938; M.S., New York University, 1940.
- EDWIN F. STUMPF, ED.D., *Visiting Lecturer in Education.*  
B.A., Tulane University, 1939; M.Ed., Louisiana State University, 1954; Ed.D., Harvard University, 1962.
- JOHN C. TAYLOR, M.A., *Instructor in English.*  
M.A., Tulane University, 1959.
- LEWIS J. TODD, A.M., *Associate Professor of Mathematics.*  
B.S., Loyola University, New Orleans, 1933; A.M., Tulane University, 1942.
- REV. BERNARD A. TONNAR, S.J., M.A., *Associate Professor of Mathematics; Director of International Studies.*  
A.B., St. Louis University, 1937; A.M., The Catholic University of America, 1940; S.T.L., St. Louis University, 1946.
- JOSEPH J. TORRE, B.S., *Research Assistant in Chemistry.*  
B.S., Loyola University, New Orleans, 1959.
- REV. JOSEPH B. TREMONTI, C.S.V., D.ED., *Professor of Education; Chairman of the Department.*  
B.S., Loyola University, Chicago, 1937; M.A., The Catholic University of America, 1941; D.Ed., Temple University, 1950.
- SMAJ. JOSEPH J. TRUSS, *Instructor in Military Science.*
- SFC. R. A. TUNNELL, *Instructor in Military Science.*
- JAGDISH M. UPADHYAY, PH.D., *Assistant Professor of Microbiology.*  
B.Pharm., Gujarat University, India, 1951; M.S., University of Michigan, 1957; Ph.D., Washington State University, 1963.
- MARGARET A. VANDERHAAR, M.A., *Instructor in English.*  
B.A., Ursuline College, Louisville, 1955; M.A., University of Chicago, 1961.
- MARIE E. VILLERE, B.S. IN M.T., *Instructor in Medical Technology.*  
B.S. in M.T., Loyola University, New Orleans, 1943; M.T., (A.S.C.P.), 1944.
- EDDA HAAS WHALEY, B.S. IN M.T., *Instructor in Medical Technology.*  
B.S. in M.T., Loyola University, New Orleans, 1957; M.T., (A.S.C.P.), 1957.
- REV. ANDREW P. WHITMAN, S.J., PH.D., *Assistant Professor of Mathematics.*  
B.Engr., Tulane University, 1945; M.S., The Catholic University of America, 1958; Ph.D., *ibid.*, 1961; S.T.L., Woodstock College, 1964.
- RAY H. WITHAM, B.A., *Assistant Professor of Mathematics.*  
B.A., Illinois College, 1945.
- RAYMOND P. WITTE, PH.D., *Professor of History; Director of The Evening Division.*  
A.B., St. Mary's University, 1939; Ph.D., St. Louis University, 1947.
- REV. H. JAMES YAMAUCHI, S.J., S.T.D., *Associate Professor of Theology.*  
B.S., Spring Hill College, 1944; S.T.L., Facultes Saint-Albert de Louvain, Belgium, 1951; S.T.D., Gregorian University, Italy, 1955.
- BLANCHE ZINK, PH.D., *Instructor in Education.*  
B.A., Southern Methodist University, 1948; M.A., *ibid.*, 1949; Ph.D., University of Texas, 1965.
- LEO C. ZINSER, LL.B., *Assistant Professor of Speech; Chairman of the Department; Director of Dramatics.*  
Ph.B., Loyola University, New Orleans, 1933; LL.B., *ibid.*, 1935.



# FACULTY COMMITTEES

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All Departmental Chairmen

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## PRE-MEDICAL STUDIES

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## E UNIVERSITY

### HISTORY

The Jesuits arrived in New Orleans in 1847 for the purpose of establishing a college of liberal arts and sciences. A college preparatory academy and the College of the Immaculate Conception were established on February 1, 1849 at the corner of Baronne and Common Streets. In 1904 an Academy and College were opened on St. Charles Avenue opposite Audubon Park, and the two associated institutions were known as Loyola College. In 1911 the College of the Immaculate Conception was united with Loyola College on the present Loyola Campus. At the same time, the Loyola Academy and the Academy of the Immaculate Conception were united at the Baronne Street loca-

tion, to become the present Jesuit High School.

At the request of His Excellency, Most Reverend James J. Blenk, Archbishop of New Orleans, Loyola College was expanded to become Loyola University in the fall of 1911. Loyola University was duly incorporated by the General Assembly of Louisiana and empowered to grant all university degrees in 1912.



#### **GOALS OF THE UNIVERSITY**

The Jesuit university is set within the Church, of whose mission it is a part. The mission of the Church is to produce the Christian person; the mission of the Jesuit university is to produce the educated Christian person. The university as distinct from other agencies in the Church forms students in Christian wisdom.

In the Jesuit view, education includes the development and perfecting of the total human being. Hence no education is complete unless it includes the intellectual, moral, religious and spiritual formation of the student. Thus, the moral, religious and spiritual formation, which is of particular importance at the collegiate level, is an essential objective of every Jesuit college. To this formation all the activities and all the personnel of the college must contribute, according to their own natures and functions within the institution. The academic disciplines of philosophy and theology, which are the core of Christian wisdom, must foster the intellectual formation of the student and, in harmony with this goal and with the academic nature of these disciplines, contribute to the moral, religious and spiritual growth of the student into personal Christian maturity.

#### **STUDENT GOALS**

The ideal Jesuit college graduate should have achieved a level of academic maturity consistent with certain intellectual qualities. He must have the ability to analyze, synthesize, and evaluate evidence in pursuit of truth; he must also be able to distinguish various types of evidence associated with different kinds of methodologies in the humanistic and scientific disciplines. He should have a special competence in one of these disciplines in order to give depth to his learning in one area of investigation. When in possession of evidence, he should be able to communicate it effectively. He should also have an understanding of and be able to evaluate his own culture, its literature, art, and philosophy, both in its historical development and in its present structure; he should also have some



acquaintance with and appreciation of other cultures. Finally, he should have a deep understanding of Faith that will give him a unified view of life, an awareness of the Church as continuing Christ's redemptive action; and a clear perception of his proper role as a member of the Church.

The Jesuit university graduate should strive for personal maturity in his academic, moral, religious and spiritual development. He should be decisive in confronting life, courageous and hopeful in exercising initiative, yet loyal to legitimate authority. This will demand a positive-minded patience that is neither passivity nor abandonment of ideals. In response to the Christian vocation revealed in Scripture and Sacrament and specified by the contemporary needs and potential of the Church, he will be personally dedicated to Christ and generously committed to creative involvement and leadership in the intellectual, social, cultural, religious life of his world. He must also have a balanced appraisal of reality, especially of the material and the bodily, a recognition of the power and danger of evil, yet a reverence for the goodness of creation and of human achievement.

As a person he should be open in love to God and men of every race and creed; this will enable him to live sympathetically yet apostolically in a pluralistic world. He should have a developing familiarity in prayer with the three divine Persons. This will lead to liberality of mind, awareness of his Christian dignity, and freedom of spirit. Along with this he should have a balance of intellectual humility and independence whereby he respects the traditions and accomplishments of the past but is open to new ideas and developments.

#### **COLLEGE OF ARTS AND SCIENCES**

The specific aims of the College are:

1. The conservation of knowledge and ideals and values.
2. The interpretation and transmission of knowledge and ideals and values.
3. The extension of the frontiers of knowledge through investigation and research.
4. The preparation for professions by an intelligent and thorough training in the principles underlying them rather than a mere ad hoc training in technique.
5. Loyola University seeks to stimulate and promote intellectual achievement not merely in the field of humanities, philosophy and theology—the Jesuit university's traditional sphere—but in every department of knowledge.
6. Loyola University will show proper consideration for the physical and mental health of its students. For this reason it will include a sane program of physical education in its curricular and co-curricular offerings.
7. As a Catholic university, Loyola University has a Catholic standard of values. Consequently, it places human and spiritual values above the purely material; at the summit of the hierarchy of values are the supernatural truths known through Divine Revelation.
8. Loyola University exists in order that Catholic thinkers and men of science, supported by a truly Catholic environment, informed in their attitude by the spirit of Christ and His Church, may be enabled by a truly unbiased, liberated, and enlightened intelligence to penetrate adequately to reality and to achieve by organized cooperative effort that *universitas* which is so urgently needed in the contemporary world. Loyola University demands the conscious production of an atmosphere vitalized by Christ; it must in its structure and in the common life of its teachers and students be thoroughly Catholic.
9. Loyola University's unity of thought emanates from its totality of outlook. God and the supernatural are at the basis of Jesuit education. The principle of integration in Loyola University is Catholic faith and practice.

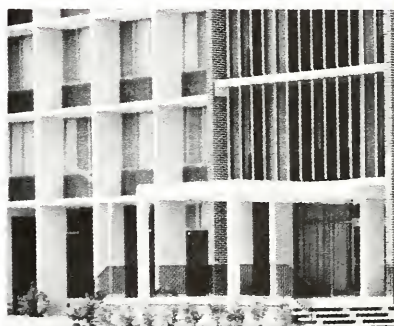
#### **BEQUESTS AND GIFTS**

Because of its rapid growth the University must look to its friends and benefactors, and to all those whose bounty is being devoted to the cause of higher education, for the generous contributions which will enable the University to continue its building program. The University hopes for a continuance of financial as well as moral support from those who believe in placing college education within

the reach of every deserving student, and who consider that education best which postulates as the foundation of its intellectual development the formation of character through moral and religious education.

The University cherishes the memory of all its benefactors, great and small. These share in the good works and prayers of the Jesuits of Loyola. Their generous assistance to the University, according to their means, will be remembered long after they are gone.

Those who are desirous of helping Loyola University in its sublime mission of higher education by erecting buildings as family memorials, or by endowing departments or lecture-chairs in any of its schools or colleges, are requested to make their donations, legacies and bequests in the proper legal form. One may specify the purpose for which the gift is to be used. This intention will be observed scrupulously. It is well to state whether the sum is for building and equipment or for endowment, as the latter must be invested and only the accruing interest may be used.



# GANIZATION

The College of Arts and Sciences at present conducts the following departments:

Biological Sciences	Library Science
Chemistry	Mathematics
Communications (Television)	Medical Technology
Computer Science	Philosophy
Education and Physical Education	Physics
English	Psychology
History and Political Science	Sociology
Journalism	Speech
Languages (Classical and Modern)	Theology

In these departments the College offers courses leading to the degrees of Bachelor of Arts, and Bachelor of Science. It also conducts pre-professional courses that qualify students for entrance into the professional schools of Dentistry, Law, Medicine and Pharmacy.

## CLASSICAL STUDIES

It is one of the regrettable results of the present unrest in the educational world, where the forces arrayed to give vocational training, mechanical development, wage-earning skill, and physical culture are clashing with the traditional classical methods, that the cultural and academic subjects have lost much of their former prestige. No other curriculum has been found to provide the comprehensive training of mind, heart, and will as surely and as efficiently as did the classical studies when they flourished in a golden age as the cause and the fruit of erudition, scholarship, and refinement.

## MODERN SCIENCES

It is a grievous error to believe that the lovers of literature and art must be enemies of science and invention. The history of science shows plainly how the great scientific discoveries came out of the institutions hallowed for their classical learning. Until recent times all scientific information and the disputes and inventions of scientists found their way to the public through the Latin tongue.

Ample facilities are offered in the College of Arts and Sciences for the lover of natural science. Large, fully equipped laboratories for general and specialized chemistry, biology, medical technology, and physics are provided. Consecutive courses covering four years of intensive study lead to the degree of Bachelor of Sciences.

## SPIRITUAL LIFE

The University appoints a Priest together with needed assistants to the post of University Chaplain for all the students. He is at their disposal at all times to guide, counsel and advise. Students will find him ready to assist them in their spiritual, personal and individual problems. He is responsible for all the organized spiritual activities on the campus.

Convinced of the great value of the Spiritual Exercises of St. Ignatius, Loyola makes provisions for its students to follow these Exercises in what is called a Retreat. Retreats offered are of three kinds: campus weekend retreats, closed retreats at Manresa, Convent, La., for the men, or closed retreats at the Cenacle, Metairie, La., for the women.

To foster religious faith and fervor, and to encourage students to spiritual and scholastic leadership, the University Sodality offers many opportunities for personal development as well as training and practice in social work and religious activity. Weekly meetings are held for the discussion of phases of Catholic life.

### **THE READING CENTER**

The Reading Center offers courses to students which are designated to increase proficiency in reading by improving reading skills, stimulating greater interest in reading, and making the individual a more alert and responsive reader. The Center offers its developmental reading course to students on a voluntary basis; the course is recommended for students who demonstrate a need for assistance in vocabulary building, speed in reading, and comprehension. The course includes special testing, explanation of the learning process, various techniques of learning, controlled, and uncontrolled reading exercises. Advanced students who wish to increase their proficiency in reading before entering graduate study or occupations of their choice may also enroll.

### **TESTING AND GUIDANCE CENTER**

The University provides psychological evaluation and counseling services to students for a minimal fee. Members of the faculty of the Department of Psychology staff the Center, whose purpose is to aid the student in solving his scholastic, vocational, or personal problems.

### **COMPUTER CENTER**

The University owns and operates a modern digital Computer Center. The Center is used primarily for instruction of students and for research in all departments. It is also used in high speed data processing for the various business offices on campus.

### **PLACEMENT OFFICE-STUDENT EMPLOYMENT**

This office serves as a focal point for bringing together students who are interested in employment after graduation and employers seeking this talent. Each year interviewers from a wide range of national and local concerns are brought on campus. Also included in this service is a job-finding bureau for part time and summer employment.

### **THE STUDENT HEALTH SERVICE**

Loyola University maintains a medical service on the campus for both students and faculty.

It is operated under the following rules:

1. Students entering Loyola for the first time or re-entering the University must undergo a physical examination by their personal physician, before their registration is officially completed.
2. The University may also require physical examinations at other designated times during the student's stay.
3. A student may be refused admission to the University on the recommendation of the medical examiners. This board also may request a student already enrolled to withdraw.
4. A student may see the University Physician during his office hours on the campus, Monday through Friday.



5. Patients confined on the campus will be visited by the University Physician or by the physician of the student's choice.

6. Medicines or hospitalization are not provided by the University's health service.

#### **RESERVE OFFICERS TRAINING CORPS**

The Department of the Army maintains a General Military Science ROTC unit at Loyola. Students admitted to the Advanced Course may, prior to graduation, request a Reserve commission in a branch in which their professional major will qualify them. Instruction is given in subjects common to all branches of the Army.

All physically fit male students of the College of Arts and Sciences, except veterans, are required to participate in two years of Military Training, normally during their first two years. Physical fitness is determined by examination without expense to the student. Those who fail to take the physical examination at the proper time or who have late registration will be charged a nominal fee.





## OW TO APPLY

### FOR ADMISSION

1. Request an application blank from the Director of Admissions.
2. Applicant must complete and return Part I.
3. Attach to the application blank an application fee of \$10.00 payable to Loyola University. This fee is neither deductible from the tuition nor refundable.
4. Attach to the application blank a recent photo approximately 2" x 2".

### FOR HOUSING

Applicants interested in housing facilities should contact the Housing Officer. Students living in campus residences will be required to make a \$50 deposit to the Admissions Director after receiving a letter of acceptance. No reservations can be made unless students have been officially accepted by the Admissions Office.

### FOR SCHOLARSHIPS AND FINANCIAL AID

Applicants interested in scholarships or financial aid should contact the Dean of Students.

### FOR ENTRANCE EXAMINATIONS

All applicants must take the *Scholastic Aptitude Tests* of the College Entrance Examination Board and have the results sent to the Director of Admissions.

Those applicants who consider that their high school background and achievement may qualify them for admission to courses beyond the ordinary Freshman level are advised to take *Achievement Tests*. These are one hour tests administered in the afternoon of each test date set for the Scholastic Aptitude Test. Any three of the following Achievement Tests may be taken:

- *American History and Social Studies*
- *Chemistry*
- *French—German—Latin—Spanish*
- *English Composition*
- *Advanced Mathematics*

The scores established in these tests will be referred to the chairmen of the respective departments at Loyola for decisions concerning the extent of advancement.

## FOR ADVANCED PLACEMENT

The University participates in the Advanced Placement Program in order to enable superior students to follow at Loyola enriched programs in their chosen fields. It is the responsibility of applicants who have taken Advanced Placement Courses and Examinations to apply for placement and credit in college-level courses.

## ADMISSION REQUIREMENTS

Entering Freshmen and Transfer students must present proper credentials as listed below. These must be filed with the Director of Admissions no later than one month prior to registration.

- I. *Entering Freshmen* are admitted by graduation from an approved high school accompanied by acceptable scores in the CEEB tests. They must present the following high school units:

* English	4 units
History, Civics	2 units
College Preparatory Mathematics	2 units
** Latin or Modern Foreign Language	2 units
Science	1 unit
Academic Elective	1 unit
Other subjects	3 units

- II. *Transfer Students* from other accredited colleges or universities will be given Advanced Standing at the discretion of the Committee on Admissions, provided they have fulfilled the high school requirements for admission and in addition present a transcript of college credits certified by the proper official of all colleges and universities attended, and giving statement of honorable withdrawal. Credits presented from a non-accredited institution will be accepted rarely, and only if the student has made satisfactory grades in his first semester at Loyola. *No transfer student will be accepted unless he has attained a "C" average for all hours attempted during the preceding year at the college from which he transfers, has a general "C" average for all hours attempted previously in college, and has no faculty or disciplinary action against him.*
- III. *All students* must undergo a physical examination by their personal physician prior to entrance. This examination must include a physician's certification of vaccination against small-pox within the twelve months prior to matriculation.
- IV. *All students* are required to pay a reservation deposit of \$100 upon official acceptance to the University. (Boarding students must deposit \$150.) These deposits are deductible from the tuition and room and board but are not refundable.

\* One unit in English may be replaced by a unit in Speech or Journalism.

\*\* These may be waived and supplied by scheduling Elementary Language in college.

## CREDENTIALS

Applicants for admission as freshmen, or with advanced standing, must submit official records from all schools and colleges attended. These credentials are to be sent directly by the proper officer of the school or college in which they were earned and not through the student. Credentials which are submitted for admission become the property of the University, even in the case of applicants to whom admission is denied, and are kept permanently on file.

It is recommended that applicants who desire admission immediately on graduation from high school have their credentials sent to the Director of Admissions at the beginning of the Spring Term or second semester of their senior year. These credentials should include the past scholastic record inclusive of the grades of the applicant's first term of the senior year, together with a list of the courses in progress during the final term, and the applicant's rank in class. This will enable the Committee on Admissions to grant tentative admission pending receipt of complete and final records.

## RESTRICTION OF ADMISSIONS

The University reserves the right to refuse admission to applicants whose previous work is of such a grade as to create a doubt regarding their ability to pursue successfully their scholastic work in the University.

No student will be admitted on a part time basis in the regular Fall and Spring sessions of the academic year.

Students should be present on the opening day of classes. They will not be admitted after the first five class days. Freshmen must be present on the opening day of Freshman Orientation Week.

## STUDENT EXPENSES

Students are expected to pay the full tuition for one semester on the day of registration of each semester.

All arrangements for payment must be made with the Treasurer of the University before the completion of registration.

Tuition for eight complete semesters is required of all students, regardless of the number of hours taken during any one semester.

## BASIC EXPENSES

Tuition (\$500.00 per sem.)	\$1,000.00
Student Center Fee	20.00
Room and Board (per academic year)	
Men (range)	\$ 850-\$ 950
Women (range)	\$1010-\$1260

### *Contingent Fees*

Late Registration Fee	\$ 5.00
Subject Change Fee	2.00
Late Examination Fee	2.00
Additional Transcript Fee	2.00
ROTC deposit (refundable)	25.00
Resident Students (damage and breakage deposit)	25.00

### *Fees for Seniors*

Graduation Fee	\$ 25.00
Cap and Gown deposit and rental	30.00

*The Late Examination Fee* will be charged for any examination taken later than the assigned date, no matter what the excuse. No late examination will be given without the written permission of the Dean.

*The Transcript Fee.* For all transcripts sent after the first one there is a \$2.00 fee. However, when a student requests more than five transcripts at one time he is charged \$2.00 for the first copy and fifty cents for each additional one.

*The Graduation Fee and Cap and Gown Deposit* are paid on the date designated by the Finance Office. Provided the cap and gown are returned in good condition immediately after graduation \$25.00 will be refunded. If they are returned more than two months after graduation only \$10.00 will be refunded.

### **TUITION PLAN**

Students are strongly urged to subscribe to the Tuition Plan, a special convenience offered to those who prefer to pay the tuition in equal monthly installments. The following plans are optional and available at the cost indicated.

One Year Plan	( 8 payments) 4% more than Cash Price
Two Year Plan	(20 payments) 5% more than Cash Price
Three Year Plan	(30 payments) 6% more than Cash Price
Four Year Plan	(40 payments) 6% more than Cash Price

The two, three and four year plans include Parent Life Insurance for qualified parents. This insurance coverage provides funds for the cost of the remaining period of schooling covered by the contract, if the parent who has signed the contract dies. A descriptive pamphlet will be sent upon request from the Director of Admissions.

### **REFUND POLICY**

It is the duty of the student, in case of official withdrawal from the College, to apply to the Finance Office for refund of tuition. Refunds are made on the following basis: Within first week of semester—80%; one to three weeks of semester—60%; three to five weeks of semester—40%; no refund after five weeks.

No refunds are made when a student is suspended or dismissed for academic or disciplinary reasons.

Special consideration regarding refunds will be given to students either voluntarily entering the Armed Services or being drafted.

## **SCHOLARSHIPS AND FINANCIAL AID**

### **ACADEMIC SCHOLARSHIPS**

Requests for all scholarship information should be directed to the Dean of Students. The deadline for requesting Academic Scholarship applications is January 30.

*The President's Scholarship* (Available to all Jesuit High Schools)  
This scholarship is awarded by the President of the University to the student graduating first in his class. It is a full tuition scholarship.

*Honor Scholarship* (Available to selected Catholic Boys' High Schools)  
This scholarship is awarded to a student finishing among the first five in the graduating class. It may not be awarded to anyone graduating lower than fifth. The Principal is authorized to designate the recipient of this scholarship. It is a full tuition scholarship.

*The Dean's Scholarship* (Available to all High Schools)

The Dean of the College of Arts and Sciences is authorized to offer a maximum of three scholarships to every department in the College of Arts and Sciences. These are awarded only after consultation with the Chairman of the Department in which the student expresses interest. They are full tuition scholarships.

*Founded Scholarships* (Available to all High Schools)

These scholarships, made available through the generosity of benefactors of Loyola University, are awarded by the Committee on Scholarships on a competitive basis.

### **STUDENT ASSISTANTSHIPS**

It is possible to defray a portion of the tuition costs through performance of on-campus work for a specified number of hours a week in the various departments of the University. These jobs are limited and are not given out until after the Fall Semester is in session.



## LOANS

Requests for loan information and applications should be directed to the Dean of Students. The deadline for requesting loan applications is May 15th. Loans are awarded on the basis of need as determined by analysis of the Parents' Confidential Statement. Those students interested in obtaining loans must contact the Chairman of the Committee on Scholarships and Financial Aid.

### *Louisiana Higher Education Assistance Loan*

This is an agency of the State government which agrees to guarantee loans negotiated between specific banks and college students who are legal residents of Louisiana and to pay the interest on these loans which will be "no more than 5% simple interest." The limit is \$1,000 per academic year and \$5,000 aggregate.

### *National Defense Student Loan Program*

This program has been instituted by the Federal Government for the purpose of making long term, low-interest loans to qualified students. The maximum amount a student may borrow is \$1,000 in an academic year and the total is limited to \$5,000. The amount borrowed is determined by the University. The loan begins to accrue 3% interest nine months after the student leaves school. The loan matures ten years after this termination.

### *U.S. Loan Program for Cuban Refugees*

This is a program limited to students who cannot get help from home for their education in the United States. Three per cent on this loan begins one calendar year after cessation of enrollment in the University, the loan reaching maturity in ten years.

## STUDENT HOUSING

### **Policy:**

Full time men and women undergraduate students are required to reside in University housing. Request for information should be directed by men to the Director of Men's Housing and by women to the Directress of Women's Housing.



**Reservations:**

The step toward a reservation is to return all information requested by the Admissions Office. Eligible students are notified by the Director of Admissions that \$150 deposit will be required for reservations. Fifty dollars of this deposit applies to the student's housing reservation and is not refundable upon cancellation.

**Undergraduate Men:**

Biever Hall is a six story dormitory on the north side of the campus. This structure is completely air conditioned and centrally heated and houses 410. Rooms are for double occupancy. Each student has a private locker, single bed, chest of drawers, and desk. A laundry pick-up station which also dry cleans is housed on the ground level. Health, social, and recreational areas, mail boxes, and washing and drying facilities are also provided. Jesuit priests are available for counselling. All supervision is under the Head Resident and his assistants who are student monitors.

**Other Student Housing:**

The University maintains other residences namely, Martin and Carey Halls. Each hall houses approximately 25 students. Rooms are single or double. Laundry, social and recreational facilities are housed in each hall.

**Women:**

A twelve story dormitory is due for completion in the fall of 1966. Capacity of this dormitory will be 429. Each suite has individual controls for central heat and air conditioning. These suites house two rooms sharing bath facilities. Each room has its private wash basin and cosmetic stand, 2 single beds, 2 desks, 2 chest of drawers, and a bulletin board and book shelves. Laundry facilities with washers and dryers are located on the ground floor. A linen and dry cleaning pick-up rental station plus many other conveniences are housed in the building. A limited number of single rooms are available with private bath facilities. Cost will vary with accommodations received.

**Cost:**

Students residing on campus are on a room and board plan. Charges, therefore, cover room and board and are due on a semester basis at the time of registration. Charges may vary with desired accommodations and services or availability of housing facilities.

Range for Men:	\$ 850-\$ 950 per year (Sept.-May)
Range for Women:	\$1,010-\$1,260 per year (Sept.-May)

The above cost does not pay for health insurance nor does it include room and board over the Christmas holidays.

The fifty dollars deposited with the admission officer will be credited as follows: Twenty-five dollars retained by the housing office for a breakage fee. This is refunded upon withdrawal or graduation and clearance with the housing officer. Twenty-five dollars will be credited toward the student's room charge.



## STUDENT ORGANIZATIONS

### STUDENT COUNCIL

The Student Council consists of thirty-five members, representing the College of Arts and Sciences, the Schools of Law and Dentistry, the Colleges of Music, and Business Administration and the Evening Division. These students are selected by the student body with the approval of the Dean of Students. The Council serves to unify student thought and action. It conducts general meetings and elections, sponsors and manages interclass contests and leads and directs student activities.

### STUDENT UNION

A committee of the Student Council, the Student Union consists of over 125 selected students whose purpose is to promote and coordinate the various activities in the University's Danna Student Center. It has five officers and seven committees: Cultural, Current Events, Dance and Entertainment, Hospitality, Personnel, Publicity and Recreation.

### HONORARY FRATERNITIES AND ORGANIZATIONS

In order to give recognition and encouragement to high standards of scholarship among the students, several honorary scholastic fraternities and organizations have been established on the campus.

**ALPHA SIGMA NU** Membership in Alpha Sigma Nu, national honorary Jesuit scholastic society, is the greatest honor which can be bestowed upon undergraduate male students of the University who have distinguished themselves by scholastic achievement. Sole honor group set aside for that purpose on the campus, the Loyola Chapter was established April 26, 1936. The two highest ranking students in each school or college of the University are nominated for membership each year. Final selection is made from their number.

**BETA EPSILON UPSILON** Beta Epsilon Upsilon, honorary medical technology society, was founded on the campus May 23, 1939. It provides a stimulus for scholastic attainment in this field of the medical profession. Its activities include presentation of professional programs at meetings. Membership is by invitation of the active chapter to those who meet scholastic requirements.

**BLUE KEY** Blue Key is a national honorary service fraternity whose members are chosen by the active student chapter from male students who have distinguished themselves in leadership, activity, scholarship and service rendered the University. The Loyola chapter was founded September 14, 1931.

**CARDINAL KEY** Cardinal Key national honor sorority was established in 1953. Election to the sorority is the recognition of achievement by a Loyola co-ed in scholarship and extra-curricular activity. The organization seeks to advance religion, patriotism, and service by affording training for leadership in the college community.

**DELTA EPSILON SIGMA** Delta Epsilon Sigma is a national scholastic honor society for students and graduates of Catholic colleges and universities. Members are chosen from the College of Arts and Sciences on a basis of good character, liberal culture, and high scholarship. Candidates must have at least a "B" average throughout their four years.

**KAPPA DELTA PI** Kappa Delta Pi is an honor society in education to encourage high professional, intellectual, and personal standards and to recognize outstanding contributions in education. Zeta Rho Chapter, established at Loyola on October 8, 1949, taps



those undergraduates who achieve a quality point average of 3.3 and graduate students who earn a quality point average of 3.5. Kappa Delta Pi has as its journal, *The Educational Forum*, which is one of the leading scholarly journals in education.

**RHO PHI THETA** Rho Phi Theta is a mathematics fraternity. Its objectives are identical with those of Pi Mu Epsilon the National Honors Mathematics Fraternity, the promotion of scholarly activity in mathematics among students in academic institutions and among the staffs of qualified non-academic institutions.

**SIGMA PI SIGMA** The Loyola Chapter of Sigma Pi Sigma, national honor physics society, was installed December 19, 1954. Purpose of this group is to reward high scholarship by election to membership, to advance knowledge and interest in physics, to promote a spirit of cooperation between students and faculty, and to sponsor extra-curricular activities of the physics department.

**THIRTY CLUB** The Thirty Club is an honorary journalism society whose purpose is to promote the advancement of journalism on the high school and college levels.

**TRI BETA** The Eta Lambda chapter of Tri Beta, national honor biology society, was established at Loyola on March 24, 1956. It unites biology, pre-medical, pre-pharmacy, pre-dental and medical technology students into a single group with a common interest in biology.

## PROFESSIONAL AND ACADEMIC SOCIETIES

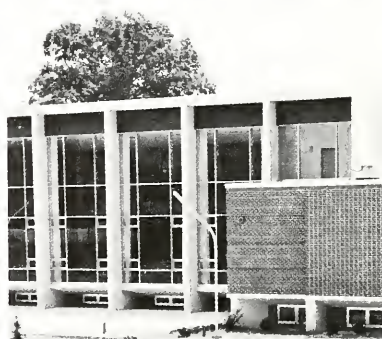
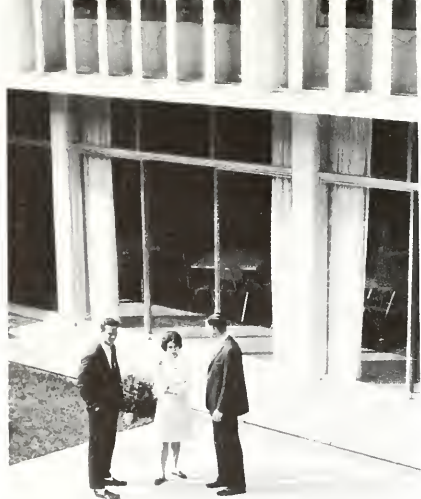
**ACADEMY OF FINE ARTS** The Academy of Fine Arts was founded in 1941, to encourage and stimulate interest in the cultural fields of art, architecture, literature, music and related subjects.

**ALPHA DELTA THETA** The Loyola chapter of Alpha Delta Theta, national professional medical technology society, is the successor to the Medical Technology Club founded on May 14, 1937. Dedicated to fostering a spirit of comradeship and professional union, the club sponsors lectures, movies and social events.

**AGRAMONTE PRE-MEDICAL SOCIETY** This group, named in honor of Dr. Aristides Agramonte, noted malaria fighter and co-worker of Dr. Walter Reed, was founded in 1941 to provide an organized, co-curricular preparation for the study of medicine. The program includes lectures, motion pictures, field trips to medical institutions and a "Pre-Med Night" for high school students.

**AMATEUR RADIO CLUB** The Amateur Radio Club was organized in September, 1945. Its primary purpose is to aid its members in preparing for the code and theory examinations required by the Federal Communications Commission for Amateur Radio Operators. Members operate W5LJY, located on the campus.

**AMERICAN CHEMICAL SOCIETY** The Loyola University Chapter of the Student Affiliates of the American Chemical Society was chartered on August 21, 1942, as an out-growth of the Chemistry Club, founded in 1933. Lectures, discussions, and visits to industrial and research plants constitute the yearly program. Membership is open to students who have completed a course in general chemistry.



**CONSERVATIVE CLUB** The Conservative Club of Loyola was founded in 1961-1962. Its aim is to preserve, by means of education, the constitution of the United States, free enterprise, and the Catholic principle of subsidiarity. Promotion of conservative points is effected by the distribution of literature, guest speakers, and public debates.

**DEUTSCHER VEREIN** Deutscher Verein, the German Club, was re-organized in 1955. Founded in September 1944, the group seeks to correlate the language course of the classroom with the current trends of German political and cultural thought.

**EDWARD A. GAMARD PRE-DENTAL SOCIETY** The Gamard Pre-Dental Society had its beginning in 1946 to establish closer contact among the men who in later life will be professional associates. Membership is open to all pre-dental students.

**EDWARD DOUGLASS WHITE DEBATING SOCIETY** Named for the statesman and jurist of Louisiana who became the Chief Justice of the United States Supreme Court, the Edward Douglass White Debating Society was established in September 1925. Its purpose is to foster an interest in the art of self-expression and eloquence. From its members is chosen the varsity debating team which represents the University against teams from throughout the nation.

**ELEMENTARY EDUCATION CLUB** Affiliated with the National Education Association, the Elementary Education Club is a professional group founded in 1948. The club serves to cement the bond among the undergraduate education majors that will continue through later professional relationships.

**MICHELSON PHYSICS SOCIETY** Named for Albert A. Michelson, noted American physicist, this society was founded in 1942. The society sponsors a series of student seminars and lectures by experts in various fields of physics. All students who have completed one semester of physics are eligible for membership.

**PAN AMERICAN CLUB** For the purpose of intimate study of inter-American relations, and to stimulate friendly cooperation among the Spanish and English speaking students of Loyola, the Pan American Club was organized on October 12, 1947. Chief among the club's activities are Pan American Day and cooperation with the Loyola Language and Cultural Center in Mexico City.

**PHILOSOPHY CLUB** Reactivated in October 1953, the Philosophy Club offers an annual lecture series. The organization inaugurated the St. Thomas Aquinas Lecture in Philosophy delivered each year on that Saint's feast day.

**PRE-LAW CLUB** The Pre-Law Club was established on December 15, 1953. It was founded in order that pre-legal students might receive an early orientation to work in the School of Law and to the subsequent practice of law.

**REPUBLICAN CLUB** The purpose of the organization is to collect, analyze, and discuss political affairs, to promote better political ideals, and to support worthy Republican candidates for public office. The club offers an opportunity for political expression and recognition.

**SECONDARY EDUCATION CLUB** This club is concerned with fostering interest in secondary education. Lectures are given by outstanding persons in the teaching field and other programs are conducted.



**SOCIAL SCIENCE CLUB** The Social Science Club was organized in April 1958. The club was founded to further interest in the social sciences. It sponsors the appearance of authorities in fields related to the social sciences and humanities.

**SPIRITUS** The purpose of the organization is to promote student interest and devotion to Loyola University in its athletic events and its cultural and intellectual activities.

**STUDENT DEMOCRATIC ASSOCIATION** The Loyola Student Democratic Association exists to foster awareness and understanding of the problems and opportunities in our democracy. Activities include weekly meetings, discussions of issues of importance to the political, social and economic affairs of the United States, a film series, and guest lecturers.

**THESPIANS** The Thespians, the University drama group, had its founding at the College of the Immaculate Conception prior to the establishment of Loyola University. This organization fosters and develops the dramatic talent of the student body. Members are trained in theatrical arts through presentation of stage productions.

**UNIVERSITY BAND** The band provides students with the opportunity to develop musical ability and taste, and to acquire practical experience through performance at concerts. Band activities include two formal concerts, a concert tour, presentation of a guest conductor and soloist, television shows, and performance at University functions and athletic events. Membership is open to all students who have the required ability and training.

**STAGE BAND** The Loyola Stage Band, founded in 1949 as Campus Capers, is a student orchestra which provides music for Blue Key Talent Night, informal campus dances and other events.

### **SERVICE ORGANIZATIONS**

**ALPHA PI OMICRON** Organized in September 1938, Alpha Pi Omicron, service fraternity, provides an organized means by which the male students of Loyola may render service to the University, its faculty, and student body. Among its activities are the publishing of the Loyola University Directory, distributed free of charge to the entire University, ushering at forums and commencement exercises, and serving the quarterly alumni breakfasts.

**LAMBDA SIGMA LAMBDA** Lambda Sigma Lambda, service sorority, was organized to serve the university, its faculty and student body in all ways possible and in so doing to instill in its members the virtues of generosity, dependability, initiative, leadership, loyalty and cooperation. Founded on October 16, 1941, the sorority places itself at the disposal of administrative offices and student organizations to aid them in any way whatsoever.

### **STUDENT PUBLICATIONS**

**MAROON** The University newspaper, the *Maroon*, is published about 25 times during the year by a student staff under the direction of the faculty of the Department of Journalism. Positions on the editorial and business staffs are open to all students of the University.

**PERSONNAE** *Personnae* is the campus literary magazine and is published under the sponsorship of the Loyola English Department. It offers a showcase for talented Loyolans as well as an entertaining magazine for all. All Loyola students may submit short stories, articles, poems and illustrations.

**STUDENT DIRECTORY** Alpha Pi Omicron, service fraternity, presents to the faculty and students the *University Directory*. Contained therein is the name, address and telephone number of every member of the faculty, student body, and staff of the University. This book is presented free of cost and edited entirely by members of APO.

**STUDENT HANDBOOK** *The Student Handbook* or "*L*" *Book* was first published as an aid and guide for Freshmen. While maintaining this purpose, it is now presented annually by the Student Council as a reminder to upperclassmen of the ideals, traditions, and regulations of Loyola.

**WOLF** *The Wolf* is the yearbook of Loyola University. Executive heads are chosen from among undergraduate staff members. It is their duty to gather and edit a pictorial record of each year's activities and to present it to the student body as a memento of their college careers.





## ADMINISTRATIVE PROCEDURE

### KNOWLEDGE OF REGULATIONS

Every student is to acquaint himself with all the regulations of the University that pertain to him. Ignorance of a regulation is not accepted as an excuse for its violation. These regulations are to be learned from the Student Handbook, official instructions given to the students, and posted official notices. When a student registers in the University, it is understood that both the student and the student's parents

are bound by the regulations of the University, and will abide by decisions that may be made by officials of the University regarding the student.

### INSTRUCTION

The unit of instruction is one hour a week for one semester. Two hours of work in a laboratory are considered equivalent to one hour of class work. Students may receive credit only for the number of hours published for a course.

## **ATTENDANCE**

The University is insistent on regular and punctual attendance. Each tardiness, defined as a student's failure to be present when his name is called at the beginning of each class or laboratory, will be counted as a third of an absence.

The student coming late is responsible for seeing that the instructor changes the absence noted at the beginning of the class to a tardiness.

Any student incurring more than six absences in a course which carries three or more semester hours will be dropped from the course automatically. In courses of less than three semester hours the maximum number of absences will be double the number of semester hours, e.g. in a two semester hour course, four absences will be the maximum allowed; in a one semester hour course, two absences will be the maximum.

Double cuts should be registered before and after the major holidays only, viz., Thanksgiving, Christmas, Mardi Gras, and Easter. Double cuts should be registered only on the last University class day before the beginning of the holidays and the first University class day after the holidays. For example, if the holidays begin on Friday, the last class day being Thursday, a student would not incur double cuts on Wednesday, even if his last classes before the holidays were on Wednesday. Similarly, if University classes are resumed on Thursday, when a student would have no classes scheduled, and he skips scheduled classes on Friday, double cuts would not be incurred on Friday.

Students who have exceeded the maximum number of absences will have a right to petition the Committee on Attendance for reinstatement.

Students petitioning reinstatement should do so within twenty-four hours after they receive notification that they have been dropped from a course. The petition must be submitted by letter to the Dean of Students and must include the reason for each absence, giving dates, etc. While the petition is being reviewed by the Committee on Attendance the student will be permitted to attend class. The decision of the Committee on Attendance will be final. Extended absences due to sickness must be verified by a doctor's certificate.

Students entering class more than five minutes after the starting bell will be recorded absent.

Absences for any excuse whatever do not exempt a student from quizzes, tests, examinations, or other written work required during the period of absence. The responsibility for making up such work rests wholly upon the student. A failing grade for the omitted work will be charged against the student if he does not fulfill his obligations within the time limit determined by his professors.

## **CLASS ATTENDANCE OF HONOR STUDENTS**

All undergraduate Juniors and Seniors in the College of Arts and Sciences with a 3.5 average or higher for a semester are allowed unlimited cuts in all their subjects, laboratories excluded, for the following semester.

## **WITHDRAWAL FROM THE UNIVERSITY**

A student who withdraws from the University during a semester before taking the final examinations of the semester forfeits all credit for work done in that semester.

To withdraw officially from the University a student must:

- 1) Obtain withdrawal forms from the Office of the Registrar.
- 2) Obtain signatures of designated officials on withdrawal forms. (These forms will not be signed until the student has cleared all obligations to the University.).

Withdrawal is not complete or official until all signatures have been obtained and forms are returned to the Office of the Registrar.

Those students who withdraw officially from the University *prior* to mid-semester grades will not have grades recorded in those courses for which they were registered at the time of withdrawal.

All students who withdraw officially from the University *after* the mid-semester grades will be assigned a grade for each course for which they were registered at the time of withdrawal. If the grade is passing at the time of withdrawal a grade of WP will be assigned. If the grade is failing, a grade of WF will be assigned which shall indicate a failure in the course.

Those students failing to complete official withdrawal from the University will incur a grade of "WF" in all courses for which they are registered. These grades are placed on the student's permanent record and are not subject to change. Students are reminded that they must complete official withdrawal from the University before the termination of the semester in which they have registered.

In the case of a student who is called to active duty in any branch of the armed services before the date for final examinations in the semester, the following exceptions to the formal regulations have been made:

1. *Should a second semester senior be called to military service within six weeks of the date of commencement exercises, he will have the dates of his final examinations advanced, and, if he passes successfully, he will be granted full credit and his degree.*
2. *A senior in his first semester, or a junior, sophomore, or freshman in either semester who is called into military service within four weeks of the end of the semester will have his examination dates advanced, and, if he passes successfully, be granted full credit for the semester.*
3. *A notation of the action taken by the University in accordance with the provisions made above will be made on the records and transcripts of the students who have received full credit under these provisions.*

## **SCHEDULE CHANGES**

A student desiring to drop a scheduled course or to add another course after his semester's schedule has been filed in the Registrar's Office should consult with his Adviser or the Chairman of the Department in which he is registered from whom he should obtain written permission to revise his schedule. This written permission should be presented by the student to the Dean for approval. Permission to add a course or change from one section to another will not be granted after the date indicated in the Session Calendar as the last day for schedule adjustments.

Students remaining in the University who drop one or more courses after the date indicated in the Session Calendar as the last day for schedule adjustments must be assigned a grade. If the grade is passing at the time the course is dropped a grade of WP will be assigned. If the grade is failing, a grade of WF will be assigned which will indicate a failure in the course.

## **CLASSIFICATION OF STUDENTS**

Those students are ranked as Sophomores who have credit for twenty-four semester hours; Juniors, those who have fifty-six semester hours; Seniors, those who have ninety-two semester hours. Students not included in any of these classifications are registered either as special students or as out-of-course students.

## **GRADES AND REPORTS**

A report of the semester grades made by a student in his scheduled subjects is sent to the student at the middle and end of each semester. Grades are reported as follows:

A (93-100) excellent; B (85-92) very good; C (77-84) good; D (70-76) merely passing; F (0-69) failed; W withdrawal from subject course with permission; WF, withdrawal with failing grade or failure because of excessive absences; WP, withdrawal with passing grade; I, incomplete grade.

All incomplete grades must be removed before the end of the following semester. Otherwise, they become failures and are so recorded. However, it is more beneficial to the student if the incomplete grade is removed before the middle of the following semester in order that an undue burden is not placed on the student when preparing for his scheduled final examinations.

Semester grades are determined as follows:

Pre-examination work in first half of semester.....	40%
Pre-examination work in second half of semester.....	20%
Final Examination.....	40%

### QUALITY POINT RATING

No student will be permitted to graduate unless he has established a quality point average of 2.0 in his work towards the desired degree.

*N. B. The quality point average is determined by dividing the total of quality points earned by the total hours attempted.*

Quality points are earned in the following manner: for the grade of "A," in a subject course, the student is credited with four times as many quality points as semester hours allowed for that course; for the grade of "B," three times as many quality points as semester hours; for the grade of "C," twice as many quality points as semester hours; for the grade of "D," the same number of quality points as semester hours; for the grade of "F," no quality points are merited.

### REPETITION OF COURSES

A student who has failed a course will be allowed to repeat that course when it is next offered. No more than two repetitions of the same course will be allowed to any student.

With the special permission of the Dean, a student may repeat a course already successfully completed with a grade of "C" or "D" in order to better the quality of his work. No third attempt will be allowed. Courses in which a grade of "B" has been earned may not be repeated. In computing the student's general average and quality point average in the major field, all attempts will be counted. In computing the quality point average in the minor fields, only the higher grade will be counted in the case of courses which have been repeated.

### DEAN'S LIST

All students achieving a quality point average of 3.5 or higher in a semester merit the distinction, Honors, and are eligible for the Dean's List. Those students who maintain this average for both semesters of the academic year are presented an award at the Honors Convocation in the Fall Semester.

### ACADEMIC PROBATION AND DISMISSAL

1. In order that students maintain the required academic standing and continue in course, the following minimum standards must be met:

- a quality point average of 1.7 for the first semester
- a total quality point average of 2.0 for the second semester
- a total quality point average of 2.0 after the second semester and every subsequent semester.

Students failing to meet these specified requirements will be placed on probation for one semester. If a student is unable to raise his



quality point average to the required minimum after one semester of probation, he will be subject to dismissal from the College.

*Only rarely and for very grave reasons will the probation of a student be extended beyond one semester.*

2. Students who have not established a 2.0 general average and a 2.0 average in their major and minor fields of concentration at the end of their sophomore year must remedy their deficiencies before beginning their upper division major or minor work.

3. Students on scholastic probation will schedule no more than 16 and no less than 12 semester hours.

## **STUDENT CONDUCT**

The educational system of this University includes, as one of its most important features, the formation of character. It is expected that each student will be so loyal to the spirit and ideals of the University that the exercise of proper self-control will come from his own convictions and free determination.

It is intended that the college regulations be a guide and help to foster the conduct which is presupposed in every Loyola student. The College requires regular and punctual attendance at all scheduled exercises, observance of college customs and regulations, serious application to study; and exemplary demeanor in all college activities. A student who is deficient in these essential points will be suspended or dismissed.

The University reserves the right to dismiss at any time a student who fails to give satisfactory evidence of earnestness of purpose and of interest in the serious work of college life. In rare cases a student may be dismissed for a reason that seems to students and parents to be insufficient. In such cases the University is to be considered the more capable judge of what affects the interest both of the institution and of the student body.

Students will be taxed for excessive breakage or destruction of University property. The decision covering each case will be made by the University authorities responsible for discipline.

## **PERMISSION TO TAKE COURSES AT OTHER UNIVERSITIES**

Students who wish to schedule courses at other colleges and have such courses recognized as partial fulfillment of their Degree Program at Loyola must obtain the written permission of the Dean before such courses are scheduled.

*Failure to obtain such written permission will render the courses unacceptable to Loyola.* Courses in which a grade of "D" is earned will not be accepted at transfer credit.

## **TEACHER EDUCATION AND CERTIFICATION**

No student will be certified to teach in elementary or secondary schools unless the student fulfills all the requirements of the teacher education curriculum and a degree has been conferred in one of the following teaching fields: Bachelor of Science in Elementary Education, Bachelor of Science in Secondary Education, or Bachelor of Science in Physical Education.

Student teaching for one semester must be completed under the supervision of the Department of Education of Loyola University.





## DEGREE REQUIREMENTS

### REQUIREMENTS FOR UNDERGRADUATE DEGREES

*Semester Hours and Field of Concentration*—To receive a baccalaureate degree, a student is required to complete at least 128 semester hours, distributed normally throughout eight semesters in such manner as to include in his last four semesters a field of concentration.

*Major Field of Concentration*—To establish a major field of study a student must complete successfully all lower division courses and 18 semester hours in upper division courses.

Those students who choose Theology as a major field of study in addition to the 3 basic-required courses and one elective course must complete successfully 18 semester hours of upper division work.

*Minor Field of Concentration*—To establish a minor field of study, which must be related to the major field of study, a student must complete successfully all lower division courses and 12 semester hours in upper division courses. Students wishing to establish two minor fields of study must complete successfully all lower division courses and 9 semester hours in upper division courses in each of the two fields.

Those students who choose Philosophy as a minor field of concentration must establish 9 semester hours in lower division courses and 15 semester hours in upper division courses.

Those students who choose Theology as a minor field of study must establish 9 semester hours in lower division basic-required courses and 15 semester hours of upper division elective courses.

*Any exceptions to these regulations governing both major and minor fields of concentration must be approved in writing by the Departmental Chairman and the Dean.*

Before the end of his Sophomore year, the student, with the assistance of the Chairman of the Departments, will select his field of concentration. No student will be permitted to begin his field of concentration unless he has the rating of a Junior, has completed his lower division course requirements, has an average of "C" for all courses completed and has an average of "C" in the lower division subject courses of the major and minor fields he intends to elect. Any change in the student's field of concentration is not allowed without permission of the Dean. Ordinarily such a change will prolong the time required for a degree. Students who have transferred from another college must complete their last 32 hours and 50 per cent of their field of concentration in residence.

### **PHILOSOPHY REQUIREMENTS**

The Philosophy Department requires a minimum of 15 semester hours for the A.B. and B.S. degrees. Those transfer students enrolled in the University for less than five semesters must schedule a course for each semester in residence.

### **THEOLOGY REQUIREMENTS**

All Catholic students must fulfill the requirements of 15 semester hours in Theology.

Non-Catholics are not required to fulfill the theology requirements. Those transfer students enrolled in the University for less than five semesters must schedule a course for each semester in residence.

### **ELIGIBILITY FOR GRADUATION**

In addition to the above requirements, the following regulations must be observed:

1. The candidate for a degree must either submit a thesis of approximately 5,000 words on a particular phase of his major subject, or must take a comprehensive examination in his major subject, depending upon the regulations of the department of his field of concentration.

2. Before writing his thesis the student must obtain from the Chairman of the department of his field of concentration the approval of the subject of his thesis. He must present to his Chairman two copies of the completed thesis not later than the date assigned in the Session Calendar. The Chairman's approval of the thesis is required for graduation.

3. If the student is to take a comprehensive examination, the field of examination is to be determined by the Chairman of the department of his major subject, before the end of the Junior year.

4. At the beginning of the scholastic year in which the candidate expects to complete the work required for his degree he must present to the Registrar a formal application for that degree.

5. Before the date designated by the Finance Office, the candidate must pay his graduation fee and discharge all other financial indebtedness to the University.

6. All candidates for degrees must be present at the Dean's meeting of the candidates, the Baccalaureate Services and the Commencement Exercises. Absence from any one of these exercises will render the candidate ineligible for Graduation.

The student may not be excused from Commencement Exercises except for very grave reasons and only with written permission of the Deans.

### **GRADUATION HONORS**

Graduation honors are computed according to the quality point system. A student's graduation average is determined by dividing the total number of quality points earned by the total number of semester hours attempted by the student during his entire course.

Semester hours carried include all hours attempted, excluding authorized withdrawals, but including all attempts at a course which has been repeated in order to raise the total of quality points. A student who has made an average of 3.5 graduates *cum laude*; one who has made an average of 3.7 *magna cum laude*; one who has made an average of 3.9 *summa cum laude*. Record of these honors is inscribed on the diplomas and noted in the list of graduates published for the Commencement Exercises.

# RESERVE OFFICERS TRAINING CORPS

The Department of the Army maintains a General Military Science ROTC unit at Loyola. Instruction is given in subjects common to all branches of the Army.

All physically fit male students of the College of Arts and Sciences, except veterans, are required by the institution to participate in two years of Military Training, normally during their first two years.

## SENIOR DIVISION ROTC PROGRAM

The Senior ROTC program consists of two parts: (1) Basic Course and (2) Advanced Course, including a summer camp.

(1) Basic Course. The Basic Course consists of formal instruction for a minimum of three hours per week for two academic years of at least 30 weeks. The Department of the Army permits the Professor of Military Science, at his discretion, to grant up to two years credit in the basic course for previous active service in the Armed Forces. In certain cases, credit is also granted for prior ROTC instruction at other educational institutions.

(2) Advanced Course. The Advanced Course consists of advanced instruction in general military subjects, for a minimum of five hours per week for two academic years of at least 30 weeks each. Entrance to the Advanced Course is through application by those students taking an academic course on the college level, who have completed the basic course or received credit for prior service as prescribed above. A commission of Second Lieutenant, United States Army Reserve is awarded after completion of the Advanced Course, and academic requirements for degree.

## SUMMER CAMP

Members of the Advanced Course are required to attend camp one summer, normally between the third and fourth year. All students going to camp receive mileage for the round trip from school at the rate of 6 cents per mile and are housed, uniformed and given medical attention at government expense while at the camp. The duration of camp is six weeks and begins about the middle of June.

## DISTINGUISHED MILITARY STUDENTS

A Distinguished Military Student is an individual designated as such after careful consideration of his qualifications by the President of the University and the PMS. He must possess outstanding qualities of leadership, high moral character, a definite aptitude for the military service, and he must have demonstrated his leadership ability through his accomplishments while participating in recognized campus activities.

## DISTINGUISHED MILITARY GRADUATES

Those graduates who have completed the entire ROTC Course and who have been selected by the President of Loyola University for



scholastic excellence, may be designated as "Distinguished Military Graduates" by the Professor of Military Science, as possessing outstanding qualities of leadership, character and aptitude for Military Service.

#### **NATIONAL SOCIETY OF PERSHING RIFLES**

The Pershing Rifles is a National Honorary Military Society. Its aim is to encourage, develop and preserve the highest ideals of the military profession, to promote American citizenship, to create a closer and more effective relationship between cadets of various colleges and universities and to provide appropriate recognition of military ability and application among the cadets of the Senior Division, Reserve Officers' Training Corps.

#### **NATIONAL SOCIETY OF SCABBARD AND BLADE**

The National Society of Scabbard and Blade is an organization for uniting in closer relationship the military departments of American universities and schools; for preserving and developing the essential qualities of good and efficient officers; for preparing individuals as educated men to take a more active part and have a greater influence in the military affairs of the communities in which they reside; and to spread intelligent information concerning the military requirements of this country.

#### **ASSOCIATION OF THE UNITED STATES ARMY**

The Association of the United States Army is a national military organization. The Association promotes a closer affiliation between the military and academic departments. It offers to the military student an opportunity to gain a true insight of the purpose and activities of the United States Army. One of the many projects of the AUSA Chapter is the Ranger program designed to help students acquire a high degree of physical fitness and tactical proficiency.

#### **ENROLLMENT AND CONTINUANCE**

The general requirements for enrollment and continuance in the ROTC are that the student be a citizen of the United States, physically qualified as prescribed by the Department of the Army, accepted by the institution as a regularly enrolled student, be not less than 14 years of age and must not have reached 23 years of age at time of enrollment and agree in writing upon admission to the Advanced ROTC Course (1) to complete the course of instruction offered unless released by the Department of the Army, and (2) accept a Reserve Commission if tendered.

#### **ACADEMIC CREDIT**

Academic Credit is granted for the completion of the Military Course on the basis indicated below:

	1st Semester	2nd Semester	Total Credit Hours
Basic 1st Year.....	2	2	4
Basic 2nd Year.....	2	2	4
Advanced 1st Year.....	3	3	6
Advanced 2nd Year.....	3	3	6

#### **EMOLUMENTS**

During enrollment in the Advanced Course, the student is paid a monthly allowance which comes to around \$1,000 for the two years. Students attending ROTC summer camp, also receive \$165 for the six week period and receive a travel allowance of five cents a mile to and from the camp.

#### **UNIFORMS**

All ROTC students are required to deposit \$25.00 with the Treasurer of the University prior to enrollment in the Basic and Advanced Course. The student will then be issued the prescribed uniforms and insignia from the ROTC supply room. Necessary repair or replacements of articles or uniforms must be made by the students.



The uniform deposit will be returned to the student upon completion or authorized withdrawal from the course, providing articles or uniforms are returned in good condition. (Advanced Course students awarded a commission will be permitted to retain uniforms). Final settlement will be made by the Treasurer's Office.

#### TEXTS AND EQUIPMENT

The Government will provide the necessary texts and equipment to carry out the ROTC Program on a loan basis to the student. A fee will be deducted from the uniform deposit for loss of texts or equipment.

#### RIFLE TEAMS

Rifle teams will be selected through individual competition, and will represent the ROTC in Matches sponsored by Fourth U. S. Army, and in matches with other colleges and universities. The firing is conducted with modern small bore rifles on an indoor range.

#### THE BASIC COURSE

Military Instruction is of a general type applicable to the Army as a whole, and is for the purpose of providing the student with a foundation of basic military knowledge for future officers.

#### MILITARY SCIENCE I (101-2) (1st year) (90 hours)

Subject	Hours
Organization of The Army and ROTC.....	5
Individual Weapons and Marksmanship.....	10
U. S. Army and National Security.....	15
Leadership Laboratory.....	30
Military Tactics.....	30

#### MILITARY SCIENCE II (201-2) (2nd year) (90 hours)

Subject	Hours
Map and Aerial Photograph Reading.....	15
Introduction to Operations and Basic Tactics.....	15
American Military History.....	30
Leadership Laboratory.....	30

#### THE ADVANCED COURSE

Students who successfully complete the Basic Course may apply for enrollment in the Advanced Course. Students with prior training at an institution having a recognized ROTC unit or with active military service, may be given credit toward completion of the Basic Course requirement.

Students must pass a prescribed physical examination prior to enrollment.

In general, students selected for the Advanced Course are those who have demonstrated, in the Basic Course, outstanding qualities of command leadership and who possess the mental, moral and physical characteristics indicative of Army Officer potential.

#### MILITARY SCIENCE III (301-2) (3rd year) (150 hours)

Subject	Hours
Leadership.....	16
Military Teaching Principles.....	18
Branches of The Army.....	24
Counter Insurgency Operations.....	5
Small Unit Tactics and Communications.....	52
Summer Camp Orientation.....	5
Leadership Laboratory.....	30

#### MILITARY SCIENCE IV (351-2) (4th year) (150 hours)

Subject	Hours
Operations.....	50
Logistics.....	20
Military Law.....	15
Army Administration.....	15
Service Orientation.....	10
Role of The United States in World Affairs.....	8
Map Reading Review.....	2
Leadership Laboratory.....	30



## INTERNATIONAL STUDIES PROGRAM

### SUMMER SESSION IN MEXICO CITY

Each year Loyola conducts a Language and Culture Center in Mexico City on the campus of Universidad Iberoamericana. A six-week session is offered featuring courses in Spanish as well as courses conducted in English in subjects pertaining to the history and culture of Mexico and Latin America. Courses are also offered in sociology, philosophy, mathematics, economics and other courses in Business Administration. In the summer of 1965 the Center enrolled 504 students.

Students live in Mexican homes selected by the Committee on Housing. Tours and excursions are taken to the San Juan Teotihuacan Pyramids, Puebla, Tula and Cuernavaca, as well as the National Museum of Anthropology, the National Historical Museum and other places of interest.

Total cost which includes round trip Jet from New Orleans to Mexico City and return, tuition, room and board, and the obligatory tours is \$430.

#### **WESTERN EUROPEAN TOUR**

The University also offers a two-month tour of Western Europe and Greece. Usually, fourteen countries are visited. Purpose of the program is to acquaint students with the cultural aspects of Europe. A faculty member is tour director.

#### **LOYOLA IN ROME**

Loyola University Rome Center for Humanistic Studies was inaugurated in February 1962. The Center is the undergraduate European branch of Loyola University of Chicago. Methods of instruction and academic standards are the same as those prevailing throughout the University. Men and women students of Loyola University in New Orleans who have completed one year or more with an average of C or better may request permission of their Dean to register at the Rome Center. Registrations are for one semester or one year, beginning in September or February.

The curriculum emphasis is on the Humanities. Courses are selected with a view to the cultural and historical importance of Rome and Western Europe. The courses vary each semester in departments of Art, Classics, Drama, Education, History, Language, Literature, Philosophy, Political Science, Psychology, and Theology. All classes are conducted in English. On the Rome Center faculty are professors from Loyola University of Chicago, and visiting professors from other American and European universities.

For further information on the programs listed above please write Rev. Bernard A. Tonnar, S.J., Director of International Studies, Loyola University, New Orleans, Louisiana.



# BACHELOR OF ARTS (Classical)

## FRESHMAN

Greek	101-102	3	3
*Latin or	101-102	3	3
Latin	103-104	(3)	(3)
English	101-102	3	3
History	101-102	3	3
Philosophy	202-301	3	3
Theology	— 121	0	3
		15	18
		33	

## SOPHOMORE

Greek	301-302	3	3
*Latin or	103-104	3	3
Latin	313-314	(3)	(3)
English	201-202	3	3
Mathematics	111-112	3	3
Philosophy	302-304	3	3
Theology	— 221	0	3
		15	18
		33	

## JUNIOR

Greek	Elec-Elec	3	3
*Latin or	313-314	3	3
Latin	Elec-Elec	(3)	(3)
History	201-202	3	3
Science		4	4
Philosophy	211-312	3	3
Theology	— 222	0	3
		16	19
		35	

## SENIOR

Greek	Elec-Elec	3	3
Latin	Elec-Elec	(6)3	3(6)
History	301-302	3	3
Philosophy	Elec —	3	0
Theology	Elec-Elec	3	3
		15	12
		27	
		(18)(15)	
		(33)	
		128	
		(134)	

\*Indicates course sequences and sem. hrs. for students beginning program without high school Latin.

# BACHELOR OF ARTS

## FRESHMAN

English	101-102	3	3
Lang.	101-102	3	3
Mathematics	111-112	3	3
History or	101-102	3	3
History	201-202	(3)	(3)
Philosophy	— 202	0	3
Theology	121 —	3	0
		15	15
		30	

## SOPHOMORE

English	201-202	3	3
Lang.	201-202	3	3
*Social Stu.		3	3
Science		4	4
Philosophy	— 301	0	3
Theology	221 —	3	0
		16	16
		32	

## JUNIOR

Major		3	6
Minor		3	3
Electives		6	6
Philosophy	302-Elec	3	3
Theology	222 —	3	0
		18	18
		36	

## SENIOR

Major		6	3
Minor		3	3
Electives		6	6
Philosophy	— Elec	0	3
Theology	Elec-Elec	3	3
		18	18
		36	
		134	

\*History, Political Science, Economics, Sociology, Psychology.



## BACHELOR OR ARTS (Journalism)

### FRESHMAN

Journalism	101-102	2	2
Journalism	121-122	1	1
English	101-102	3	3
Lang.	101-102	3	3
History	201-202	3	3
Mathematics	111-112	3	3
Philosophy	— 202	0	3
Theology	121 —	3	0

18 18  
36

### SOPHOMORE

Journalism	203-204	2	2
Journalism	223-224	1	1
English	201-202	3	3
Lang.	201-202	3	3
Hs or Psc		3	3
Speech	101-102	3	3
Philosophy	— 301	0	3
Theology	221 —	3	0

18 18  
36

### JUNIOR

Journalism	301-340	2	3
Journalism	333-334	1	1
Journalism	Elec —	3	0
Science		4	4
Minor		3	3
Philosophy	302-Elec	3	3
Theology	— 222	0	3

16 17  
33

### SENIOR

Journalism	307-317	2	3
Journalism	335-336	1	1
Journalism	Elec —	2	0
Minor		3	3
*Electives		3	3
Philosophy	— Elec	0	3
Theology	Elec-Elec	3	3

14 16  
30

135

## BACHELOR OF ARTS (Psychology)

### FRESHMAN

Psychology	101-102	3	3
English	101-102	3	3
Lang.	101-102	3	3
Mathematics	111-112	3	3
Philosophy	202 —	3	0
Theology	— 121	0	3

15 15  
30

### SOPHOMORE

Psychology	201-203	3	3
English	201-202	3	3
Lang.	201-202	3	3
Science		4	4
Philosophy	301 —	3	0
Theology	— 221	0	3

16 16  
32

### JUNIOR

Psychology	Elec-Elec	6	3
History or	101-102	3	3
History	201-202	(3)	(3)
Sociology	101-102	3	3
Minor		3	3
Philosophy	302-Elec	3	3
Theology	— 222	0	3

18 18  
36

### SENIOR

Psychology	Elec-Elec	6	3
Psychology	— 398	0	1
Electives		3	3
Minor		3	3
Philosophy	— Elec	0	3
Theology	Elec-Elec	3	3

15 16  
31

129

\*English, Economics, Psychology or Sociology.

## BACHELOR OF ARTS (Television)

### FRESHMAN

Television	111-112	3	3
English	101-102	3	3
Lang.	101-102	3	3
Speech	101-102	3	3
Philosophy	202 —	3	0
Theology	— 121	0	3
		15	15
		30	

### SOPHOMORE

Television	221-222	3	3
English	201-202	3	3
Lang.	201-202	3	3
Speech	203-204	3	3
Mathematics	111-112	3	3
Philosophy	301 —	3	0
Theology	— 221	0	3
		18	18
		36	

### JUNIOR

Television	313-314	3	3
Television or	315-316	(3)	(3)
Speech	301-302	3	3
Chemistry	103 —	4	0
Physics	— 103	0	4
History	201-202	3	3
Philosophy	302 —	3	0
Theology	— 222	0	3
		16	16
		32	

### SENIOR

Television	317-318	3	3
Television	319-320	3	3
Speech	Elec-Elec	3	3
Pol. Sci.	101-102	3	3
Philosophy	Elec-Elec	3	3
Theology	Elec-Elec	3	3
		18	18
		36	
		134	

## BACHELOR OF SCIENCE

### in Medical Technology

### FRESHMAN

Med. Tech.	101-102	1	2
Med. Tech.	— 104	0	2
Biology	101-102	4	4
Chemistry	111-112	3	3
Chemistry	113-114	1	1
English	101-102	3	3
Mathematics	111 —	3	0
Philosophy	202 —	3	0
Theology	— 121	0	3
		18	18
		36	

### SUMMER SESSION

Biology	209	4	
Med. Tech.	209	2	
Med. Tech.	211	2	
		8	

### SOPHOMORE

Med. Tech.	201-202	2	2
Med. Tech.	203-204	2	2
Med. Tech.	305 —	2	0
Med. Tech.	307 —	2	0
Chemistry	— 322	0	2
Chemistry	— 324	0	2
English	201-202	3	3
Mod. Lang.	101-102	3	3
Philosophy	301-302	3	3
Theology	— 221	0	3
		17	20
		37	

### JUNIOR

Med. Tech.	301-302	2	2
Med. Tech.	303-304	3	3
Med. Tech.	— 306	0	2
Med. Tech.	— 308	0	2
Chemistry	323 —	3	0
Chemistry	325 —	2	0
Biology	301 —	4	0
Mod. Lang.	201-202	3	3
Philosophy	Elec-317	3	3
Theology	— 222	0	3
		20	18
		38	

### SENIOR

Med. Tech.	390-391	8	8
Theology	Elec-Elec	3	3
		11	11
		22	
		141	

# **BACHELOR OF SCIENCE** (Biology)

## **FRESHMAN**

Biology	107-108	4	4
Chemistry	111-112	3	3
Chemistry	113-114	1	1
English	101-102	3	3
German	101-102	3	3
*Mathematics	125-257	5	5
Theology	— 121	0	3
		19	22
		41	

## **SOPHOMORE**

Biology	201-202	4	4
Chemistry	211-212	2	2
Chemistry	213-214	2	2
English	201-202	3	3
German	201-210	3	3
Philosophy	202-301	3	3
Theology	221-222	3	3
		20	20
		40	

## **JUNIOR**

Biology	301-312	4	3
Chemistry	331-332	3	3
Chemistry	— 334	0	2
History	201-202	3	3
Physics	201-203	4	4
Philosophy	302-Elec	3	3
Theology	Elec —	3	0
		20	18
		38	

## **SENIOR**

Biology	— 304	0	4
Biology	315-316	1	1
Biology	317-317	1	1
Biology	— Elec	0	3
Chemistry	327-328	3	3
Chemistry	329-330	1	1
Electives		3	3
Philosophy	304—	3	0
Theology	Elec—	3	0
		15	16
		31	
		150	

\*Mt 259-260—6 sem. hrs. may be substituted by qualified students.

# **PREMEDICAL PROGRAM** (B.S.-Biology)

## **FRESHMAN**

Biology	107-108	4	4
Chemistry	111-112	3	3
Chemistry	113-114	1	1
English	101-102	3	3
German	101-102	3	3
*Mathematics	125-257	5	5
Theology	—121	0	3
		19	22
		41	

## **SOPHOMORE**

Biology	201-202	4	4
Chemistry	211-212	2	2
Chemistry	213-214	2	2
English	201-202	3	3
German	201-210	3	3
Philosophy	202-301	3	3
Theology	221-222	3	3
		20	20
		40	

## **JUNIOR**

Biology	301-312	4	3
Chemistry	331-332	3	3
Chemistry	— 334	0	2
History	201-202	3	3
Physics	201-203	4	4
Philosophy	302-317	3	3
Theology	Elec—	3	0
		20	18
		38	

## **SENIOR**

Biology	302 —	4	0
Biology	— 304	0	4
Biology	315-316	1	1
Biology	317-317	1	1
Chemistry	327-328	3	3
Chemistry	329-330	1	1
Electives		3	3
Philosophy	304 —	3	0
Theology	Elec—	3	0
		19	13
		32	
		151	

\*Mt 259-260—6 sem. hrs. may be substituted by qualified students.

**BACHELOR OF SCIENCE**  
(Chemistry)  
and  
(Chemistry-Honors)

**FRESHMAN**

Chemistry	115 —	3	0
Chemistry	117 —	1	0
Chemistry	— 208	0	2
Chemistry	— 210	0	2
English	101-102	3	3
Mathematics	125-257	5	5
German	101-102	3	3
Theology	121-221	3	3
		18	18
		36	

**SOPHOMORE**

Chemistry	— 336	0	3
Chemistry	— 338	0	1
English	201-202	3	3
German	201-210	3	3
Mathematics	259-260	3	3
Physics	111-112	5	5
Philosophy	202 —	3	0
		17	18
		35	

**JUNIOR**

Chemistry	331-332	3	3
Chemistry	333-334	2	2
Chemistry	337 —	3	0
Chemistry	339 —	1	0
Chemistry	— 342	0	2
Chemistry	— 344	0	1
Physics	221-222	4	3
Philosophy	301-302	3	3
Theology	222-Elec	3	3
		19	17
		36	

**SENIOR**

Chemistry	343 —	3	0
Chemistry	345 or 347	3	0
Adv. Chem.	Lec. Elec	2	2
Adv. Chem.	Lab. Elec	2	2
History	101-102	3	3
Philosophy	Elec-Elec	3	3
Theology	— Elec	0	3
		16	13
		29	
		136	

**BACHELOR OF SCIENCE**  
(Elementary Education)

**FRESHMAN**

Education	001 —	0	0
Education	100- —	3	0
Education	152-155	3	3
Psychology	— 102	0	3
English	101-102	3	3
Phys. Ed.		1	1
Science		4	4
Philosophy	— 202	0	3
Theology	121 —	3	0
		17	17
		34	

**SOPHOMORE**

Education	230-333	3	3
English	201-202	3	3
Phys. Ed.		1	1
Music	— 258	0	3
Mathematics	113-114	3	3
Science	—	0	4
Speech	101 —	3	0
History	201-202	3	3
Theology	221	3	0
		19	20
		39	

**JUNIOR**

Education	254-354	3	3
Education	352-355	3	3
Phys. Ed.	389-390	2	2
History	— 361	0	3
Social Stu.	Elec-Elec	3	3
Electives		3	3
Philosophy	301-302	3	3
Theology	222 —	3	0
		20	20
		40	

**SENIOR**

Education	350 —	6	0
Education	356 —	2	0
Electives	—	0	9(12)
Philosophy	— Elec	0	3
Theology	— Elec	0	3
		8	15(18)
		23	
		(26)	
		136	
		(139)	

# BACHELOR OF SCIENCE (Secondary Education)

## FRESHMAN

Education	— 001	0	0
Education	100 —	3	0
Psychology	— 102	0	3
English	101-102	3	3
<sup>1</sup> Mathematics	111-112	3	3
<sup>2</sup> Mathematics or	113-114	(3)	(3)
Science		4	4
<sup>3</sup> Phys. Ed.		1	1
Teaching Fld.		(3)	(3)
Philosophy	202 —	3	0
Theology	— 121	0	3

17 17  
34  
(20)(20)  
(40)

## SOPHOMORE

Education	301-302	3	3
English	201-202	3	3
Speech	101 —	3	0
History	201-202	3	3
Science	—	0	4
Phys. Ed.		1	1
Teaching Fld.		3	3
Theology	— 221	0	3

16 20  
36

## JUNIOR

Education	333-351	3	3
Social Stu.		3	3
Teaching Fld.		(6)8	8(6)
<sup>4</sup> Education	Elec-Elec	(2)	(2)
Philosophy	301-302	3	3
Theology	222 —	3	0

20 17  
37

## SENIOR

Education	— 350	0	6
Education	— 357	0	2
Teaching Fld.		12	0
Philosophy	Elec —	3	0
Theology	Elec —	3	0

18 8  
26  
133  
(139)

# BACHELOR OF SCIENCE (Physical Education)

## FRESHMAN

Education	— 001	0	0
Education	100 —	3	0
Phys. Ed.		1	1
Phys. Ed.	162 —	2	0
Biology	101-102	4	4
English	101-102	3	3
Mathematics	111-112	3	3
Mathematics or	113-114	(3)	(3)
Psychology	— 102	0	3
Philosophy	— 202	0	3
Theology	121 —	3	0

19 17  
36

## SOPHOMORE

Phys. Ed.		1	1
Biology	205-206	3	3
English	201-202	3	3
History	201-202	3	3
Teaching Fld.		4	3(4)
Philosophy	— 301	0	3
Theology	221 —	3	0

17 16(17)  
33  
(34)

## JUNIOR

Education	301-302	3	3
Education	333-351	3	3
Social Stu.		3	3
Teaching Fld.		5	5
Philosophy	302-Elec	3	3
Theology	222 —	3	0

20 17  
37

## SENIOR

Education	— 350	0	6
Education	— 358	0	2
Science		4	0
Teaching Fld.		(12)9	0
Theology	Elec —	3	0

(19) 16 8  
24  
(27)  
130  
(134)

<sup>1</sup>Students planning to teach Mathematics and/or Science would take Mt. 125-257.

<sup>2</sup>Students who do not plan to teach Science or Physical Ed. may fulfill their 12 sem. hrs. Science requirements by taking Bl. 103, Ch. 103 and Ph. 103. Students planning to teach Science would take in their Freshman year the first year of their major Science; in their Sophomore year a second year of their major Science and a year of a second Science; and in their Junior year upper division courses in their major Science and a year of a third Science.

<sup>3</sup>Only those students planning to teach language, speech, journalism or business subjects would take 6 hours in their teaching field during their Freshman year.

<sup>4</sup>Education electives may be added to or substituted for part of their teaching field hours in the Sophomore, Junior and/or Senior years.



# BACHELOR OF SCIENCE (Mathematics)

## FRESHMAN

Mathematics	125-257	5	5
Mathematics	211-212	3	3
English	101-102	3	3
German or	101-102	3	3
Russian	101-102	(3)	(3)
Philosophy	202 —	3	0
Theology	— 121	0	3
		17	17
		34	

## SOPHOMORE

Mathematics	259-260	3	3
Comp. Sci.	201-202	3	3
English	201-202	3	3
German or	201-210	3	3
Russian	201-202	(3)	(3)
History	101-102	3	3
Philosophy	301 —	3	0
Theology	— 221	0	3
		18	18
		36	

## JUNIOR

Mathematics	315-325	3	3
Mathematics	361-362	3	3
Comp. Sci.	301-302	3	3
Chemistry or	111-114	4	4
Physics	111-112	(5)	(5)
Philosophy	302-Elec	3	3
Theology	— 222	0	3
		16	19
		35	
		(17)	(20)
		(37)	

## SENIOR

Mathematics	347-348	3	3
Mathematics	361-362	3	3
Comp. Sci.	347-348	3	3
Comp. Sci.	351-352	3	3
Elective		3	0
Philosophy	— -Elec	0	3
Theology	Elec-Elec	3	3
		18	18
		36	
		141	
		(143)	

# BACHELOR OF SCIENCE (Mathematics-Honors)

## FRESHMAN

Mathematics	257-258-	5	5
Mathematics	211-212	3	3
English	101-102	3	3
German or	101-102	3	3
Russian	101-102	(3)	(3)
Philosophy	202 —	3	0
Theology	— 121	0	3
		17	17
		34	

## SOPHOMORE

Mathematics	260-352	3	3
Comp. Sci.	201-202	3	3
English	201-202	3	3
German or	201-210	3	3
Russian	201-202	(3)	(3)
History	101-102	3	3
Philosophy	301 —	3	0
Theology	— 221	0	3
		18	18
		36	

## JUNIOR

Mathematics	361-362	3	3
Mathematics	315-325	3	3
Comp. Sci.	301-302	3	3
Chemistry or	111-114	4	4
Physics	111-112	(5)	(5)
Philosophy	302-Elec	3	3
Theology	— 222	0	3
		16	19
		35	
		(17)	(20)
		(37)	

## SENIOR

Mathematics	347-348	3	3
Mathematics	363-364	3	3
Comp. Sci.	347-348	3	3
Comp. Sci.	351-352	3	3
Elective		3	0
Philosophy	— -Elec	0	3
Theology	Elec-Elec	3	3
		18	18
		36	
		141	
		(143)	

# BACHELOR OF SCIENCE

(Physics)†

Inter-disciplinary

## FRESHMAN

*Physics	100-100	0	0
*Physics	140-141	0	0
Physics	201-203	4	4
Chemistry	111-114	4	4
Mathematics	125-257	5	5
English	101-102	3	3
<sup>1</sup> Accounting	105-106	(3)	(3)
<sup>1</sup> Education	100 —	3	-
		16	16
		32	
		(19) (19)	
		(38)	

## SOPHOMORE

*Physics	200-200	0	0
<sup>2</sup> Physics	215-305	3	3
Physics	221-222	4	4
Mathematics	259-260	3	3
English	201-202	3	3
Theology	121-221	3	3
<sup>3</sup> Philosophy	202-301	3	3
<sup>1</sup> Economics	201-202	3	3
		19	19
		38	

(Business Option)

## JUNIOR

*Physics	300-300	0	0
<sup>2</sup> Physics	345-346	5	5
Mathematics	— 352	-	3
Theology	222-Elec	3	3
Philosophy	202-301	3	3
Bus. Law	305-306	3	3
Bus. Adm.	210-211	3	3
		17	20
		37	

## SENIOR

Physics	350 —	3	-
*Physics	399-399	0	0
Physics	Elective	3	3
Philosophy	302-Elec	3	3
Economics	307 —	3	-
Marketing	— 305	-	3
Management	— 338	-	3
Philosophy	— Elec	-	3
Theology	Elec —	3	-
		15	15
		30	

†This program is flexible and it is intended to prepare the student for specialization in one of several fields that require college training in physics. Examples shown prepare the student for graduate work in Business Administration, for certification in Secondary Education (physics, mathematics and general science) or with appropriate substitutions of courses, further studies in physics-related fields such as Technical Writing, Medical Physics, etc.

\*Optional, provided that over-all credit requirements are met.

(Education Option)

## JUNIOR

<sup>2</sup> Physics	345-346	5	5
*Physics	300-300	0	0
Psychology	191 —	3	-
Theology	222-Elec	3	3
History	101-102	3	3
Philosophy	321-302	3	3
Education	301-302	3	3
Phys. Ed.	— —	1	1
Mathematics	— 352	-	3
		21	21
		42	

## SENIOR

Physics	350 —	3	-
Soc. Study	Elec —	3	-
Amer. Hist.	— Elec	-	3
Education,			
(PSSC)	351 —	3	-
Education	333-357	3	2
Education	— 350	-	6
Phys. Ed.	Elec —	2	-
Biology	101-102	4	4
		18	15
		33	

(Regular Program)

## JUNIOR

*Physics	300-300	0	0
<sup>2</sup> Physics	345-346*	5	5
Philosophy	302-Elec	3	3
Theology	222-Elec	3	3
German	101-102	3	3
Comp. Sci.	201-202	3	3
Mathematics	— 352	-	3
		17	20
		37	

## SENIOR

*Physics	399-399	0	0
<sup>4</sup> Physics	350-351*	3	3
Physics	Elective	3	3
History	101-102	3	3
Philosophy	Elec —	3	-
Theology	— Elec	-	3
German	201-210	3	3
Electives	— —	3	3
		18	18
		36	

<sup>1</sup>Suggested for option in Business Administration or Education.

<sup>2</sup>Ph. 305 and Ph. 346 may each be deferred one year. Student should consult adviser before registering for Ph. 305.

<sup>3</sup>Ph. 202-301 to be taken in Junior year by Business Administration minors.

<sup>4</sup>Ph. 351, although optional in this program, is strongly recommended for all students intending to enter graduate studies in physics.

# BACHELOR OF SCIENCE

(Physics-Honors)  
Advanced Placement

## FRESHMAN

*Physics	100-100	0	0
*Physics	140-141	0	0
Physics	211-212	5	5
Mathematics	257-258	5	5
†Chemistry	111-112	3	3
†Chemistry	113-114	1	1
Theology	121 —	3	-
Philosophy	— 202	-	3
English	101-102	3	3
		20	20
		40	

## SOPHOMORE

Physics	215-305	3	4
Physics	221-222	4	4
*Physics	200-200	0	0
*Comp. Sci.	201-202	3	3
German	101-102	3	3
Russian or	101-102	(3)	(3)
Mathematics	260-352	3	3
*Physics	240-241	1	1
Theology	221 —	3	-
Philosophy	— 301	-	3
		20	21
		41	
		(16)	(17)
		(33)	

## JUNIOR

Physics	345-346*	5	(5)*
Physics	350-351	3	3
*Physics	300-300	0	0
*Physics	340-341	1	1
†Mathematics	361-362	3	3
German	201-210	3	3
Russian or	201-202	(3)	(3)
English	201-202	3	3
Philosophy	302 —	3	-
Theology	— 222	-	3
		21	21
		42	
		(20)	(15)
		(35)	

## SENIOR

Physics	360-361	3	3
*Physics	399-399	0	0
*Physics	380-381	1	1
*Physics	355/6/7	-	3
Physics	Elective	3	3
Math. or	Elective	3	3*
Comp. Sci.	Elective	(3)	(3)
Philosophy	Elective	3	3
Theology	Elective	3	3
History	Elective	3	3
Polit. Sci. or	Elective	(3)	(3)
		19	22
		41	
		(18)	(15)
		(33)	
		164	
		(141)	

\*Optional, provided that over-all credit requirements are met.

†Specific course indicated may be replaced by suitable alternative in related discipline.

## PRE-DENTAL PROGRAM

### FRESHMAN

Biology	101-102	4	4
Chemistry	111-112	3	3
Chemistry	113-114	1	1
English	101-102	3	3
Mathematics	111-112	3	3
Philosophy	— 202	0	3
Theology	121 —	3	0
		17	17
		34	

### SUMMER SESSION

Physics	201-203	4	4
		8	

### SOPHOMORE

Biology	205-206	3	3
Chemistry	331-332	3	3
Chemistry	333-334	2	2
English	201-202	3	3
Philosophy	301-302	3	3
Theology	221-222	3	3
		17	17
		34	
		76	

## PRE-PHARMACY PROGRAM

### FRESHMAN

Biology	107-108	4	4
Chemistry	111-112	3	3
Chemistry	113-114	1	1
English	101-102	3	3
Mathematics	111-112	3	3
Philosophy	202-301	3	3
Theology	— 121	0	3
		17	20
		37	

### SOPHOMORE

Biology	201 —	4	0
Chemistry	211-212	2	2
Chemistry	213-214	2	2
Physics	201-203	4	4
Accounting	— 100	0	3
Economics	200 —	3	0
Philosophy	— 302	0	3
Theology	221-222	3	3
		18	17
		35	
		72	

## PRE-LEGAL PROGRAM

### FRESHMAN

English	101-102	3	3
History	101-102	3	3
Latin	103-104	3	3
Speech or	203-304	(3)	(3)
Mod. Lang.	101-102	3	3
Mathematics	111-112	3	3
Philosophy	— 202	0	3
Theology	121 —	3	0
		18	18
		36	

### SOPHOMORE

English	201-202	3	3
Sociology	205-206	3	3
Latin	201-202	3	3
Science or		(4)	(4)
Mod. Lang.	201-202	3	3
Philosophy	301-302	3	3
Theology	221-222	3	3
		18	18
		36	
		(19)	(19)
		(38)	

### JUNIOR

Electives		9	9
Philosophy	Elec-Elec	3	3
Theology	Elec-Elec	3	3
		15	15
		30	
		102	
		(104)	

# DEPARTMENTS OF INSTRUCTION

The courses of instruction in all departments of the College of Arts and Sciences are numbered in accordance with the following plan:

Lower division courses, numbered from 100 to 299, are, in general, introductory, and basic.

Upper division courses are numbered from 300 to 399. For these courses, basic training in the same or in allied subjects is a prerequisite.

The college credit allowed for a course is stated in terms of semester hours.

The following is a list of the key letters used to indicate the different courses of instruction:

BIOLOGY.....Bl	MILITARY SCIENCE....MS
CHEMISTRY.....Ch	PHILOSOPHY.....Pl
COMPUTOR SCIENCE....Cs	PHYSICAL
EDUCATION.....Ed	EDUCATION.....Ped
ENGLISH.....En	PHYSICS.....Ph
FRENCH.....Fr	POLITICAL SCIENCE...Psc
GERMAN.....Gr	PSYCHOLOGY.....Psy
GREEK.....Gk	RUSSIAN.....Rs
HISTORY.....Hs	SOCIOLOGY.....Sl
JOURNALISM.....Jr	SPANISH.....Sp
LATIN.....Lt	SPEECH.....Sh
LIBRARY SCIENCE.....LS	THEOLOGY.....Th
MATHEMATICS.....Mt	TELEVISION.....TV
MEDICAL	
TECHNOLOGY.....Md	





## Department of Biological Sciences

Rev. John H. Mullahy, S.J., Ph.D., *Chairman*

*Professors:* Rev. John Mullahy, S.J., Dr. Walter Moore; *Associate Professor:* Dr. Letitia Beard; *Assistant Professors:* Dr. Kamel Khalaf, Dr. John McHale, Dr. Jagdish Upadhyay.

### *Course Offerings—1966-1967*

Fall: Bl. 101, 103, 107, 109, 201, 205, 301, 303, 315, 317, 320, 353

Spring: Bl. 102, 108, 110, 122, 202, 206, 302, 304, 306, 307, 308, 310, 312, 314, 316, 317

#### Bl. 101—General Botany

The basic principles of plant morphology and physiology. The evolution, distribution, genetics and economic importance of plants are briefly considered. This course is designed primarily for education majors, medical technologists and pre-dental students. Two lectures and two laboratory periods. 4 sem. hrs.

#### Bl. 102—General Zoology

A comprehensive study is made of typical invertebrate and vertebrate animals with emphasis on their structure, function, ecology and evolution. This course is designed primarily for education majors, medical technologists and pre-dental students. Two lectures and two laboratory periods. Prerequisite: Bl. 101. 4 sem. hrs.

### Bl. 103—Cultural Biology

A lecture demonstration course in the essentials of biology designed specifically as an orientation course for those whose interests lie in the sphere of the humanities. May not be used as a prerequisite for advanced courses. 4 sem. hrs.

### Bl. 107-108—General Biology

An intensive study of the fundamental properties of living things, their structure, functions, classifications, life histories and evolution. This course is required for all pre-medical and pre-pharmacy students and biology majors. Two lectures and two laboratory periods. 8 sem. hrs.

### Bl. 109-110—Human Anatomy and Physiology

Lectures and demonstrations, gross and microscopic, on the structures and functions of the human body. Two lectures and two laboratory periods. 6 sem. hrs.

### Bl. 122—Microbiology

This course embraces bacteriological techniques, the classification and properties of important non-pathogenic and pathogenic bacteria, molds, and viruses. The principles of immunity and serology are briefly treated. Two lectures and two laboratory periods. 4 sem. hrs.

### Bl. 201—Comparative Anatomy of the Vertebrates

Laboratory study of type vertebrates accompanied by lectures on vertebrate phylogeny and anatomy. Two lectures and two laboratory periods. Prerequisite: Bl. 107-108 or equivalent. 4 sem. hrs.

### Bl. 202—General Embryology

A study of the origin and maturation of germ cells, fertilization, and the formation of germ layers in certain typical invertebrate and vertebrate animals. Knowledge of the development of the systems of a vertebrate is obtained by study of whole mounts and serial sections of the chick and pig. Two lectures and two laboratory periods. Prerequisite: Bl. 108. 4 sem. hrs.

### Bl. 205-206—Anatomy, Physiology and Kinesiology

A lecture demonstration course designed to give the student of Physical Education thorough and practical knowledge of these basic sciences. Required for Pre-Dental students. Prerequisite: Bl. 101-102 or equivalent. 6 sem. hrs.

### Bl. 209—Mammalian Anatomy

A lecture and laboratory study presented as a basis for the understanding of human anatomy. Detailed dissection of the cat and anatomical studies of other vertebrates are included. This course is restricted to Medical Technologists. Prerequisites: 2 semesters of Biology. 4 sem. hrs.

### Bl. 301—Bacteriology

This course embraces bacteriological technique, the classification and study of the properties of important non-pathogenic and pathogenic bacteria. The principles of immunity, serology and virology are also considered. Two lectures and two laboratory periods. Prerequisites: General Biology and two years of Chemistry, including Organic Chemistry which may be taken concurrently. 4 sem. hrs.

### Bl. 302—General Histology

The study of the microscopic structure of tissues and organs of the mammalian body, and the study of the fundamentals of hematology. Two lectures and two laboratory periods. Prerequisite: Bl. 201. 4 sem. hrs.

### Bl. 303—Mammalian Physiology

An introductory study of biochemical and physical-chemical process in the mammalian animal. Designed for students of Pharmacy. Prerequisite: Bl. 201 and Organic Chemistry. 4 sem. hrs.

**Bl. 304—General Physiology**

An introductory study of physico-chemical processes in cells, tissues and organs. Three lectures and one laboratory period. Prerequisite: Bl. 201 and Organic Chemistry. 4 sem. hrs.

**Bl. 306—Animal Microtechnique**

A course in the principles and methods of preparing animal material for microscopical study. The student is given practice in fixing, embedding, sectioning, staining, and mounting tissues; the preparation of whole mounts. Two lecture and two laboratory periods a week. Prerequisite: Bl. 302. 4 sem. hrs.

**Bl. 307—General Entomology**

The taxonomy, life histories and habitats of the insects common to South Louisiana. Prerequisite: Bl. 107-108 or equivalent. 4 sem. hrs.

**Bl. 308—Plant Physiology**

Higher plants will be the principal object of study, with regard to their growth processes, water relations, and photosynthetic activities. The laboratory will illustrate modern techniques of investigation as well as the principles of the discipline involved. Prerequisites: General Botany and Organic Chemistry. 4 sem. hrs.

**Bl. 309—Introduction to Animal Ecology**

The relationships of animals to each other, to plants and to the physical and chemical factors of the environment. Prerequisite: Bl. 107-108. 4 sem. hrs.

**Bl. 310—Introduction to Field Zoology**

The taxonomy, life histories and habitats of the animals common to South Louisiana. Prerequisite: Bl. 107-108. 4 sem. hrs.

**Bl. 312—Cytogenetics**

A presentation of cell structure with emphasis on chromosomes. The relationships between classical and contemporary genetics and cellular biology will be considered. Prerequisite: General Biology. 3 sem. hrs.

**Bl. 315-316—History and Philosophy of Biology**

Discussion of the historical development and philosophical implications of biology. Required of all pre-medical students and biology majors. Prerequisite: Permission of Professor. Two lectures. 2 sem. hrs.

**Bl. 317—Introduction to Biological Research**

Special work for advanced students, includes both library and laboratory research. Weekly oral and/or written reports are required. Two-year course; grade assigned upon completion of the Spring Semester of senior year. Required of all upper division biology majors. 2 sem. hrs.

**Bl. 320—Plant Anatomy**

A consideration of the structure and development of seed plants (primarily Angiosperms). Reference will be made to the relationships of anatomy and developmental patterns to the physiology and morphogenesis of the organism. Prerequisite: General Botany. 4 sem. hrs.

**Bl. 353—An Introduction to Radiation Science**

A survey of the nature, measurement, and effect of ionizing radiations in biological systems. Designed to acquaint the beginner with theory and methods of use of radiation as a research tool. Geiger counter techniques will be used primarily; absorption and half-life experiments, tracer methods, biological uptake and distribution, isotope dilutions and similar topics will be covered in lectures and in laboratory. Prerequisite: Discretion of professor in charge of the course. 3 sem. hrs.

Juniors and Seniors in the Department of Biological Sciences are expected to serve as assistants. Students holding scholarships are expected to serve as assistants in the department in return for the scholarship grant. In all other cases the student's earnings are applied to his tuition expenses.



## Department of Chemistry

Mary Hope Macdonald, Ph.D., *Chairman*  
 Anthony DiMaggio, Ph.D., *Assistant Chairman*

*Professors:* Dr. Winston deMonsabert, Rev. Homer Jolley, S.J., *Associate Professors:* Dr. Anthony DiMaggio, Dr. Mary Macdonald, Dr. Robert Petterson; *Assistant Professors:* Rev. Robert Ratchford, S.J.; *Research Assistants:* Miss Nancy Casler, Mrs. Doris Farrar, Mr. Rosenthal George, Mr. Jerry Mohajerin, Mr. Joseph Torre.

Three degree programs are offered by the Chemistry Department:

- 1.) B.S.—Chemistry (Honors Program)
- 2.) B.S.—Chemistry
- 3.) B.S.—Chemistry Major

The Chemistry Department is on the Approved List of the American Chemical Society for Professional Training in Chemistry. Students who graduate with either the degree B.S.-Chemistry (Honors Program), or B.S.-Chemistry, will be certified to the American Chemical Society as having met the standards of its Committee on Professional Training.

The revised Chemistry curriculum described in these pages was inaugurated with the academic year 1962-1963. It more than meets the revised standards promulgated by the American Chemical Society in the Spring of 1962, when the Professional Training Committee decided that approved de-



partments would have until 1965 to put them into effect.

The salient points of the new curriculum are as follows: 1) Students will fulfill the requirements in general chemistry by taking a one semester instead of a two semester course. 2) Qualitative Analysis will be included in the laboratory for the course. 3) Quantitative Chemistry will be studied in the second semester of freshman year. 4) Physical Chemistry is now begun in the second semester of Sophomore year instead of in the Junior year. 5) The number of laboratory hours in elementary Organic Chemistry has been increased so that the ACS requirements for elementary Organic Chemistry will be completed in the Junior year. 6) Intermediate level courses in Quantitative Analysis and Inorganic Chemistry have been introduced, with Physical Chemistry as a prerequisite. 7) A number of advanced courses have been introduced as electives in the Senior year, some purely lecture courses, some laboratory courses. Students in the ACS certified degree programs will be required to take two of these elective lecture courses, and two elective laboratory courses.

On the intermediate level, all students are required to take Ch. 342-344, Intermediate Analytical Chemistry Lecture and Laboratory, and Ch. 343, Intermediate Inorganic Chemistry Lecture. They will, however, have a choice between Ch. 345, Methods of Inorganic Synthesis, and Ch. 347, Qualitative Organic Analysis, with the approval of the Chairman.

Choice of advanced courses will be made by the student after consultation with his adviser and the Chemistry Faculty. This choice is aimed at putting the finishing touches on the student's undergraduate training in the field in which he intends to specialize, in graduate school, in industry, or in government. The advanced courses to be taught in any given year will depend on needs of the senior class of that year. An upper division course in Physics or Mathematics will be accepted as one of the required advanced courses, with the approval of the Chemistry and Physics or Mathematics Chairmen.

An additional feature of the new curriculum is that two full years of Physics are required for ACS certification, except for those whose interests lie in the field of Biochemistry. These students may (1) take three semesters of Physics instead of four (2) take Biology 107-108 (3) choose Ch. 363 and 362, Advanced Biochemistry Lecture and Laboratory, among their advanced courses.

The course requirements for the two ACS certified degree programs are the same. In order to receive the degree B.S.-Chemistry (Honors Program), the student must: (1) Earn an over-all 3.0 quality-point ratio in his Chemistry courses over the four years. (2) Engage in, and do satisfactory independent work in a Chemistry research project in each semester, beginning with the second semester of Freshman year. The quality of a student's project work each semester will be certified to the Departmental Chairman by the professor who directs the project. A student may continue on the same project for more than one semester, on the advice of the Departmental Chairman. (3) Present a seminar to the assembled department each year, beginning with the Sophomore year. (4) Take Thesis Research, Ch. 371 in his Senior year. This course includes completion of a research project and presentation of the results both as a thesis and as a departmental seminar.

Successful completion of the programs just described entitles the student to ACS certification and to a B.S.-Chemistry or B.S.-Chemistry (Honors Program) degree. Completion of 18 upper division hours in Chemistry from the group of courses Ch. 331-332, 333-334, 336-337, 338-339, 342-344, 343, 345, 327-328, 329-330, 347, plus the usual requirements in Mathematics, Physics and Liberal Arts, will fulfill the University requirements for a B.S. degree with a major in Chemistry. The foreign language may be chosen from French, German or Russian for this degree and in Senior year, electives in Liberal Arts may be taken instead of the Advanced Chemistry Electives.

Sophomore, Junior, and Senior Chemistry Majors are expected to serve as student assistants to the extent judged appropriate by the Departmental Chairman. This work, which is an important part of their training, will earn partial remission of tuition except for those who already hold full scholarships.

Successful completion of both oral and written comprehensive examinations in Chemistry is a requirement for graduation in all three degree programs.



## Course Offerings—1966-1967

Fall: Ch. 111, 113, 115, 117, 211, 213, 323, 325, 327, 329, 331, 333, 337, 339, 343, 345, 347.  
Spring: Ch. 103, 112, 114, 208, 210, 212, 214, 322, 324, 326, 328, 330, 332, 334, 336, 338, 342, 344.

### Ch. 103—Chemistry for Non-Science Majors

A lecture-demonstration course in the essentials of chemistry for non-science majors. This course does not serve as a prerequisite for any other chemistry course.

4 sem. hrs.

### Ch. 111-112—General Chemistry

A basic course in the fundamental principles of general chemistry. Intended for science majors whose high school background, as shown by the Chemistry Achievement Test of the College Entrance Board, indicates the need of a full-year course in Freshman Chemistry. Two semesters, three lectures per week.

6 sem. hrs.

### Ch. 113-114—General Chemistry Laboratory

Accompanies Ch. 111-112. Includes qualitative analysis. Two semesters, two 2-hour laboratory periods per week.

2 sem. hrs.

### Ch. 115—General Chemistry Lecture for Chemistry Majors

An intensive, one semester course in the fundamental principles of general chemistry. One semester, three lectures per week. Prerequisite: Approval of the Chairman.

3 sem. hrs.

### Ch. 117—General Chemistry Laboratory for Chemistry Majors

Accompanies Ch. 115. Includes principles of qualitative analysis and some quantitative experiments with emphasis on micro and semimicro techniques. One semester, one 3-hour laboratory period per week. Prerequisite: Approval of Chairman.

1 sem. hr.

### Ch. 208—Quantitative Chemistry Lecture for Chemistry Majors

Includes principles of quantitative chemistry, including equilibria stoichiometry, kinetics, laws of solutions, gas laws, electrochemistry, isomerism and colloids. One semester, 2 lectures per week. Prerequisite: Ch. 115, 117 or approval of the Chairman.

2 sem. hrs.

### Ch. 210—Quantitative Chemistry Laboratory for Chemistry Majors

Laboratory to accompany Ch. 208. Includes representative quantitative analysis experiments both gravimetric and volumetric, plus selected experiments in thermochemistry, electro-chemistry, kinetics, surface chemistry and spectrophotometry. One semester, two 3-hour laboratories per week.

2 sem. hrs.

### Ch. 211—Inorganic Quantitative Analysis I

Basic principles of quantitative analysis. Stoichiometry, evaluation of measurements, acid-base equilibria, redox, precipitation, titrations and gravimetric methods. One semester, 2 lectures per week. Prerequisite: Ch. 111-114 or equivalent.

2 sem. hrs.

### Ch. 212—Inorganic Quantitative Analysis II

A second semester course in quantitative analysis for those science majors except chemistry majors, who require a full year course in analytical chemistry. Ordinarily involved are pre-medical, pre-pharmacy and biology majors. Discussions will include statistical methods applied to analytical chemistry, quantitative separations, co-precipitation, the use of organic precipitants, EDTA, colorimetry, electrometric methods, and chromatography. One semester, 2 lectures per week. Prerequisite: Ch. 211-213 or equivalent.

2 sem. hrs.

### Ch. 213—Inorganic Quantitative Analysis Laboratory I

Basic techniques of quantitative analysis, including volumetric and gravimetric analyses, acidimetry and alkalimetry, redox methods, the use of absorption indicators and iodimetry. One semester, two 3-hour laboratory periods per week. Prerequisite: Credit or registration in Ch. 211.

2 sem. hrs.

### Ch. 214—Inorganic Quantitative Analysis Laboratory II

Laboratory experimentation will center around the topics listed in Ch. 212. One semester, two 3-hour laboratory periods per week. Prerequisite: Credit or registration in Ch. 212.

2 sem. hrs.

**Ch. 322—Inorganic Quantitative Analysis Lecture for Medical Technology Majors**

Discussions on the fundamental principles underlying analytical chemistry including chemical equilibrium, ionization, buffers, hydrolysis, acidimetry and alkalimetry, redox, precipitation methods and colorimetry. One semester, 2 lectures per week. Prerequisite: Ch. 111-114 or equivalent. 2 sem. hrs.

**Ch. 323—Biochemistry Lecture for Medical Technology Majors**

A brief introduction to fundamental principles in organic chemistry followed by the chemistry of carbohydrates, lipids, proteins, nucleic acids, digestion, metabolism, and nutrition. Aspects of clinical chemistry. One semester. Three lectures per week. Prerequisite: Ch. 322-324. 3 sem. hrs.

**Ch. 324—Inorganic Quantitative Analysis Laboratory for Medical Technology Majors**

Experimentation will include determinations in each of the divisions listed in Ch. 322. One semester, two 3-hour laboratory periods per week. Prerequisite: Credit or registration in Ch. 322. 2 sem. hrs.

**Ch. 325—Biochemistry Laboratory for Medical Technology Majors**

Selected experiments in conjunction with lecture material in Ch. 323. One semester. One four-hour laboratory period per week. Prerequisite: Credit or registration in Ch. 323. 2 sem. hrs.

**Ch. 327-328—Biochemistry Lecture**

A detailed study of the chemistry of carbohydrates, lipids, proteins, and nucleic acids. Digestion, metabolism, respiration and endocrinology. Aspects of clinical chemistry. Two semesters. Three lectures per week. Ordinarily intended for pre-medical students and biology majors. Prerequisites: Ch. 331-332, 333-334. 6 sem. hrs.

**Ch. 329-330—Biochemistry Laboratory**

Selected experiments in conjunction with lecture material in Ch. 327-328. Two semesters. One 3-hour laboratory period per week. 2 sem. hrs.

**Ch. 331-332—Organic Chemistry Lecture**

An intensive course in organic chemistry, covering structural theory, organic reaction mechanisms, stereochemistry, and type reactions of organic compounds. Two semesters, three lectures per week. Prerequisites: Ch. 111-114, Ch. 211-213 or approval of Chairman. 6 sem. hrs.

**Ch. 326—Organic Chemistry Laboratory**

Laboratory course for non-chemistry science majors to accompany Ch. 332. Introduction to laboratory techniques of organic chemistry: simple preparations, separation and identification of organic compounds. One semester, two 3-hour laboratory periods per week. 2 sem. hrs.

**Ch. 333-334—Organic Chemistry Laboratory**

Laboratory course to accompany Ch. 331-332. Introduction to laboratory techniques of organic chemistry: simple preparations, separation and identification of organic compounds. Two semesters, two 3-hour laboratory periods per week. Prerequisite: Credit or registration in Ch. 331-332. 4 sem. hrs.

**Ch. 336-337—Physical Chemistry Lecture**

A general survey of physical chemistry treating gaseous, liquid and solid states of matter, thermodynamics, the laws of solutions, chemical and physical equilibria, chemical kinetics, electrochemistry, colloids, elementary wave mechanics, atomic and molecular spectra, elementary statistical mechanics. Two semesters, 3 lectures per week. Prerequisites: General Chemistry, Quantitative Analysis, one year of college Physics, at least one semester of Calculus. 6 sem. hrs.

**Ch. 338-339—Physical Chemistry Laboratory**

Laboratory to accompany Ch. 336-337. Classical and modern techniques of physico-chemical measurement. Includes molecular weights of gases and dissolved substances, vapor pressure, surface tension, viscosity and refractometry of liquids, calorimetry, thermochemistry, electrochemistry, electrolytic conductance, chemical equilibrium, phase diagrams, chemical kinetics, surface chemistry, spectrophotometry. Prerequisites: Same as 336-337. Two semesters, one 3-hour laboratory period per week. 2 sem. hrs.

### Ch. 342—Intermediate Analytical Chemistry Lecture

A more rigorous physico-chemical treatment of the basic principles of quantitative analysis. The treatment will include statistical methods applied to analytical chemistry, quantitative separations, co-precipitation, the use of organic precipitants, EDTA, spectrophotometry, electrometric methods, and chromatography. One semester, 2 lectures per week. Prerequisite: Ch. 211-213 or equivalent. 2 sem. hrs.

### Ch. 343—Intermediate Inorganic Chemistry Lecture

Nuclear structure and reactions, atomic structure, chemical bonding and periodicity. Inorganic stereochemistry and reaction mechanisms, acid base theories and non-aqueous solvents. One semester, 3 lectures per week. Prerequisite: Credit or registration in Ch. 337. 3 sem. hrs.

### Ch. 344—Intermediate Analytical Chemistry Laboratory

Accompanies Ch. 342. One semester, one 3-hour laboratory period per week. Prerequisite: Credit or registration in Ch. 342. 1 sem. hr.

### Ch. 345—Synthetic Methods in Inorganic Chemistry

A laboratory course teaching theoretical principles as well as special laboratory techniques illustrated by carefully chosen syntheses of several types of compounds. One semester, one hour lecture, six hours laboratory per week. Prerequisites: Credit or registration in Ch. 337. Non-chemistry majors who meet the prerequisites may take this course for 2 credits instead of 3, i.e., one 3-hour laboratory per week instead of two 3 hour laboratory periods per week. 2 or 3 sem. hrs.

### Ch. 347—Organic Qualitative Analysis

Review of properties of functional groups. Applications to separation of mixtures and identification of pure compounds. Application of quantitative and physical methods, such as infrared spectroscopy. One semester. One lecture and 6 hours laboratory per week. Prerequisite: Approval of the Chairman. 3 sem. hrs.

## ADVANCED LECTURE COURSES

Each Chemistry Senior must choose two of these courses, except that one may be replaced with an upper division Physics or Mathematics course, with approval of the Departmental Chairman. All are one semester courses, two lectures per week, to be given in Fall or Spring depending on the Senior class. They fulfill ACS requirements for advanced lecture courses.

Ch. 351—Advanced Physical Chemistry 2 sem. hrs.

Ch. 355—Theoretical Organic Chemistry 2 sem. hrs.

Ch. 357—Synthetic Organic Chemistry 2 sem. hrs.

Ch. 359—Advanced Inorganic Chemistry 2 sem. hrs.

Ch. 361—Advanced Analytical Chemistry 2 sem. hrs.

Ch. 363—Advanced Biochemistry 2 sem. hrs.

Ch. 365—Colloid Physical Chemistry 2 sem. hrs.

## ADVANCED LABORATORY COURSES

Chemistry Seniors must elect two of these courses, except that those in the Honors Program must take Ch. 371, Thesis Research, as one of them. Choices must be approved by the Departmental Chairman. The object of these courses is to train the student in research methods and techniques and develop the ability to work independently. They will usually involve finding and using selected methods in the original literature and doing some research.

Ch. 352—Advanced Organic Chemistry Laboratory 2 sem. hrs.

Ch. 354—Advanced Inorganic Chemistry Laboratory 2 sem. hrs.

Ch. 356—Advanced Analytical Chemistry Laboratory 2 sem. hrs.

Ch. 358—Colloid Physical Chemistry Laboratory 2 sem. hrs.

Ch. 360—Advanced Physical Chemistry Laboratory 2 sem. hrs.

Ch. 362—Advanced Biochemistry Laboratory 2 sem. hrs.

Ch. 371—Thesis Research 2 sem. hrs.



## Department of Communications

### RADIO STATION WWL

The history of Radio Station WWL goes back to the early days of radio pioneering in this country. The University's radio station grew out of experiments in the laboratory of the Physics Department and presented its first broadcast from Marquette Hall on the university campus in 1922. It has grown and developed and extended the scope of its usefulness until at the present time it is one of the relatively few 50,000-watt clear channel broadcasting stations in the country. It is affiliated with the Columbia Broadcasting System.

### TELEVISION STATION WWL-TV

On September 7, 1959 the University opened its Television Studios. WWL-TV was assigned Channel 4 by the Federal Communications Commission. It is operated as a very high frequency channel of 100,000 watts. Like WWL-Radio the Television station is affiliated with the Columbia Broadcasting System.

The curriculum listed in our Programs of Study is designed for the student who wishes to specialize in training for television. WWL-TV affords the student the unique opportunity of learning within the operation of a commercial television plant. The physical plant of WWL-TV has been described as one of the best in the nation. The student will be working with professional broadcasters, in addition to his work at the University.



**Tv. 111-112—Introduction to Television, Radio and the Cinema**

The development of commercial television with a survey of its dimensions, structures, principles, practices and legal aspects; and the history and growth of radio and the cinema and their relationship and influence on the development of television broadcasting. 6 sem. hrs.

**Tv. 221-222—Radio and Television Acting and Announcing**

Designed to develop the basic skills required for effective performance in acting and announcing situations with attention given to voice and diction, script analysis and characterization as they relate to microphone and camera. 6 sem. hrs.

**Tv. 313—Technical Aspects of Television Studio Operation**

Practical demonstrations of the workings of the physical plant in the production and transmission of television broadcasts. Prerequisite: Ph. 201-3. 3 sem. hrs.

**Tv. 314—Television Studio Operation**

A laboratory course in the operation of television equipment including the use of cameras, lights, microphones and related studio equipment. Prerequisite: Tv. 313. 3 sem. hrs.

**Tv. 315—Directing for Television**

A study of television directing techniques including duties of the director and related personnel, program analysis, staging for the camera, camera cutting and switching, rehearsal procedures, control room techniques, use of special effects, and directorial styles. 3 sem. hrs.

**Tv. 316—Producing for Television**

A study of production techniques with emphasis on the creative and executive aspects of the producer's problem. The student originates the program idea and plans its development through to completion. 3 sem. hrs.

**Tv. 317—Programming**

A study of the objectives and methods in commercial and public service programming. Problems of programming in relation to audiences, markets, coverage, station policies, budgets and facilities. 3 sem. hrs.

**Tv. 318—Television Studio Management**

A study of the organization and management of the television station with emphasis on the functions and interrelationship of its various departments. The duties of the personnel in the operations and facilities branches of the station are examined. Taught in Business Administration. 3 sem. hrs.

**Tv. 319—Radio and Television News and Special Events**

The role of television as a vehicle for news and the broadcast of events outside the television studio. Formats for news are examined with attention to programs related to public affairs. Taught in Journalism. 3 sem. hrs.

**Tv. 320—Educational Television**

A study of the uses, potentialities and current developments in educational television, including non-commercial educational television and closed-circuit television used as a teaching method. 3 sem. hrs.





## Department of Computer Science

### Course Offerings—1966-1967

Fall: Cs. 201, 301, 347, 351

Spring: Cs. 202, 302, 348, 352

### Cs. 201-202—Basic Machine Operation

Basic machine operation and control panel wiring: The punched card; Hollerith coding; the keypunch, the card verifier; the card sorter; the reproducing gang punch; the tabulator; the collator; the card interpreter. Block diagrams and flow charts. Programming in 1620 machine language; 1620 console operations; the 1311 disk file. Prerequisite: Mt. 257 or equivalent. 6 sem. hrs.

### Cs. 301-302—Advanced Programming

One-for-one translators—Symbolic Programming System: Concepts of translation into machine language; the symbolic language and SPS II-D. Compilers—Fortran with Format, Fortran II, and Fortran II-D. Source program, object program, subroutines, symbol table. The Fortran language, "Polish notation" and the hierarchy of operations. Monitor I and supervisor programs; disk file library programs. Prerequisite: Cs. 201-202. 6 sem. hrs.

### Cs. 347-348—Numerical Methods in Statistical Analysis

Graphic techniques; averages and measures of variability; sampling distributions: Normal, Student's, binomial, negative binomial, poisson, Chi-square, and F distributions. Tests of significance; methods in regression and correlation; non-parametric methods; analysis of variance; multivariate analysis. Prerequisite: Cs. 301-302, Mt. 347-348, which may be concurrent. 6 sem. hrs.

### Cs. 351-352—Numerical Analysis

Solution of equations; functional iteration, convergence theorems, error effects, method of false position, Newton's method. Polynomial approximations; interpolation and quadrature. Weierstrass theorem, Bernstein polynomials, Lagrange interpolation, error formulas, least squares, orthonormal systems. Differencing, interpolation schemes, formal difference calculus, numerical quadrature for improper integrals. Ordinary differential equations; Runge-Kutta methods, Adams method, stability and roundoff. Matrix inversion and matrix eigenvalues; Gaussian elimination, iterative methods for inversion, power methods, eigenvalues of symmetric matrices, analysis of convergence. Prerequisite: Cs. 301-302. 6 sem. hrs.



## Department of Education and Physical Education

Rev. Joseph B. Tremonti, C.S.V., Ed.D., *Chairman*

*Professor:* Rev. Joseph Tremonti, C.S.V.; *Associate Professors:* Mr. William Gardiner, Dr. Hilda Smith; *Assistant Professors:* Bro. Clement Cosgrove, S.C., Mrs. Mary Fitzgerald, Mr. Alvin Lowe, Miss Ruth McShane; *Instructors:* Rev. Robert Alciatore, S.J., Miss Mary Brousseau, Mrs. Mary Butrum, Mr. Ronald Greene, Dr. Blanche Zink; *Visiting Lecturers:* Mrs. Veronica Egan, Mrs. Sophia Sellars.

The teacher has a vital and lasting influence upon the lives of his pupils. He assists them to acquire the tools of knowledge and instills in them an abiding desire to use those tools; he stimulates them to think for themselves; he inculcates in them, by precept and example, high ideals and points the way to the realization of those ideals; he teaches them to discipline themselves.

The prospective student in Education may be attracted to the teaching profession by such opportunities and advantages as: economic security and tenure, social prestige, considerable leisure time, cultural opportunities, intellectual associations, the indulgence of life-long interests in ideas and books, pleasant working conditions and an adequate income, but we would prefer that his basic motivation stem from the realization of the nobleness and importance of the teacher's vocation wherein he may serve God and coun-

## DEPARTMENT OF EDUCATION AND PHYSICAL EDUCATION

try by dedicating his life to the development and training of the minds and spirits of youth. Pope Paul VI recently said that teaching "always remains, as St. John Chrysostom says, the 'art of arts,' the highly noble choice of one who wishes to give his life the value of a spiritual mission."

The stated aim of Loyola University provides the general guideline for its teacher education programs. These programs—music and physical education, all grades, elementary and secondary education—reinforce through University-wide planning the central aim of helping the student become a responsible articulate citizen. Moreover, this planning is evidence of the firm commitment to teacher education at Loyola University.

Naturally, the liberal arts approach, characterized by classroom and co-curricular activities aimed at synthesizing knowledge to wisdom, is a superb intellectual climate for furthering the dual objectives of responsibility and articulation. However, each teaching specialization demands a rigorous preparation in depth in the academic areas needed to complete each specialization. Thus, mastery of at least one subject specialization is an objective of all teacher education programs.

But this specialization does not exclude or minimize the liberal arts approach. Liberal education is not achieved through any one subject or combination of subjects; this fact is kept in mind continuously in the planning and teaching of each specialization. In addition, the professional education sequence is not isolated from liberal education.

### PURPOSES AND OBJECTIVES

The purposes and objectives of the Department of Education are in accord with the aims of Loyola University as set forth in this bulletin.

The University Council on Professional Programs in Education and the Department of Education specifies the following purposes and objectives of the teacher education program of Loyola University:

1. To understand man's place in creation, his relationship to his Creator, and his moral responsibility, and to realize the importance of imparting this understanding to students.
2. To understand the psychological principles of human learning and behavior necessary for effective instruction and guidance.
3. To understand and apply the fundamental principles and basic assumptions of a sound philosophy of education.
4. To appreciate the historical and philosophical foundations of education.
5. To gain an appreciative mastery of academic areas as well as the most effective skills and techniques of teaching.
6. To develop professional attitudes toward teaching.
7. To develop a firm interest in the community in which he intends to live and teach.
8. To obtain provisional certification and adequate background and motivation to initiate graduate studies leading to professional certification.

### ADMISSION REQUIREMENTS

The required prerequisites for admission to candidacy to the teacher education program at Loyola University are:

1. Admitted as a student to the College of Arts and Sciences or College of Music at Loyola University.
2. Successfully completed Introduction to Education—Ed. 100.
3. Completed and submitted the application for admission and self-evaluation sheet.

4. Completed acceptably an oral interview.
5. Taken the required qualifying tests.
6. Successfully completed the freshman year at Loyola or its equivalent.  
This would consist of a minimum of 30 credit hours of basic courses.
7. Demonstrate ability to use English effectively, both orally and in writing.
8. Give evidence of:
  - a. emotional stability and moral integrity.
  - b. satisfactory mental health and physical fitness.
  - c. professional interest and motivation.
  - d. appreciation of, respect and concern for people.

## ADMISSION AND RETENTION IN TEACHER EDUCATION PROGRAMS

The Department of Education at Loyola University believes that persons whose actions or failure of performance would indicate a materially adverse effect upon school children should not be permitted to enter and continue in the teacher education programs at Loyola University. Therefore, the Department of Education reserves the right to admit and retain in teacher education only those students whom the Department deems capable of performing physically, mentally, emotionally, and socially in an acceptable professional manner.

All students who desire a degree in teacher education must be admitted to candidacy by the Admission and Retention Committee and the Department of Education. Application for admission to candidacy will be made while taking Introduction to Education—Ed. 100, which normally is pursued during the student's freshman year. Transfer students will be expected to complete Ed. 100 during their first semester at Loyola before being eligible for admission. The official application form and self-evaluation sheet will be distributed in Ed. 100. Students are responsible for returning these forms to the Ed. 100 instructor, their adviser, or the chairman of the Department of Education.

The Admission and Retention Committee and the Department of Education process all applications for admission to the degree programs in teacher education. In arriving at decisions, the Committee and Department use information obtained from the application form and self-evaluation sheet, the student's academic record, the test and interview records, faculty reports, and other pertinent information. Admission procedure will generally be completed by the end of the freshman year or for transfer students by the end of their first semester at Loyola. The student will be notified by letter by the Department of Education of the action taken on the application.

A student who is admitted to the teacher education programs will pursue his selected curriculum, scheduling professional education courses beyond the introductory level and other courses in sequence in accordance with the printed curriculum in this bulletin.

A student who is denied admission is invited to see the Chairman or his adviser to discuss his status. If a student, who is denied admission, corrects his deficiency, he may apply again.

A student may be admitted provisionally or on probation. He is required to confer with the Chairman and his adviser to clarify his particular status.



Students who are admitted must continue to meet academic and professional requirements during their education program to be retained in this curriculum. Faculty members are invited to submit in writing the name of any student who they believe should be evaluated by the Admission and Retention Committee. Further, the Committee at the end of each regular semester and summer session examines the academic record of each education student.

The Committee may remove a student from a degree program if academically or professionally he would not be acceptable as a teacher. The Committee may also place him on probation for a given period. In these types of action, the student should confer with the Chairman or adviser.

## COMPREHENSIVE EXAMINATIONS

Degree candidates seeking certificate recommendations must achieve satisfactory scores in the National Teacher Examinations. Those who score below the cut-off point must submit to a professional examination prepared, supervised, and scored by a faculty committee selected from members of the Department of Education. Information on this procedure may be obtained at the Education Office.

### Course Offerings—1966-1967

Fall: Ed. 100, 152, 230, 254, 301, 333, 350, 352, 356, 357, 358, 371, 399, Ped 389.  
Spring: Ed. 100, 155, 302, 333, 350, 351, 354, 355, 356, 357, 358, 360, 399, Ped 390, Mu 258.

## GENERAL EDUCATION

### Ed. 002—Pre-Student Teaching Experiences

As a prerequisite to student teaching, the student must participate in 45 clock hours of approved organized activities with children and youth. Prior approval must be obtained from the student's adviser. 0 sem. hrs.

### Ed. 100—Introduction to Education

A survey of the field from the standpoint of professional orientation to education. 3 sem. hrs.

### Ed. 310—History of Education

The historical foundations of modern education; the aims and methods of education in our western civilization. 3 sem. hrs.

### Ed. 321—Philosophy of Education

Fundamental educational problems; the nature of the learner, the agencies responsible for education, the rights of parents and state regarding education, and the philosophical aspects of curriculum and methodology. 3 sem. hrs.

### Ed. 333—Educational Psychology

Application of psychological principles to the educative process. Schools of psychology, motivation, learning, individual differences, psychological measurement. 3 sem. hrs.

### Ed. 350—Student Teaching

Student teaching is that part of the professional laboratory experience designed to help the student to understand the work of the teacher and prepare the student for the responsibility of classroom teaching. The student teacher's schedule will be



planned so that the student teacher will be able to spend all day for the five days each week at the off-campus laboratory school the entire semester designated for student teaching. During this time the student is engaged in directed observation, participation, frequent conferences with the Supervising Teacher, and actual teaching. Conferences, individual and group, are held with the College Supervisor. A student who is enrolled in Education 350 must be engaged in this work during the entire 18 weeks of the semester. At the secondary level student teaching must be in a subject in which the student will be certified. Anyone who is judged by the Department to have a major deficiency which would impair his efficiency as a teacher will be excluded from student teaching. Prerequisites for student teaching: A point-hour ratio of 2.25 quality points in the teaching field, and the successful completion of the junior year of the program that the student is following. 6 sem. hrs.

#### Ed. 363—Audio-Visual Aids

The administration of an audio-visual program and the effective utilization of audio-visual equipment, materials and techniques. 2 sem. hrs.

#### Ed. 370—Principles of Guidance

A survey of the nature, purposes, principles and practices of guidance in our educational system. 2 sem. hrs.

#### Ed. 371—Tests and Measurements

The principles and practices utilized in the construction and improvement of teacher-made tests and an appraisal of the various types of standardized tests available to school systems. 2 sem. hrs.

#### Ed. 399—Independent Research Project in Education

Individual Research Project, under close supervision of a faculty member, to enrich the teacher preparation of the student. 1-3 sem. hrs.

### ELEMENTARY EDUCATION

#### Ed. 152—Geography for Teachers

This course deals with the basic concepts of general geography as an area of the social studies. 3 sem. hrs.

#### Ed. 155—Art for Elementary School Teachers

Practical experience in art at the elementary level. 3 sem. hrs.

#### Ed. 230—Child Psychology

Normal child development. Understanding and interpreting child behavior. 3 sem. hrs.

#### Ed. 254—Children's Literature

A study of children's literature, its uses in the elementary school, and the theory of story telling, K-6. 3 sem. hrs.

#### Ed. 352—The Teaching of Reading in the Elementary School

The methods and materials used in reading instruction in most types of elementary schools will be studied. 3 sem. hrs.

#### Ed. 353—The Teaching of the Social Studies and Language Arts in the Elementary School

This course is based upon the research findings to meet the needs of the elementary school child for understanding and learning to live in "Our World." Emphasis is upon learning to organize unit teaching, with special attention to English and Social Studies learnings. 3 sem. hrs.

DEPARTMENT OF EDUCATION  
AND PHYSICAL EDUCATION

Ed. 354—The Teaching of Science in the Elementary School

The offerings of nature study and elementary science toward the unification of the curriculum stressed through the use of visual aids. 3 sem. hrs.

Ed. 355—The Teaching of Arithmetic in the Elementary School

A review of arithmetic, the development of number concepts through insights and understandings growing out of the child's experience. The use and the interpretation of diagnostic materials and analysis of the abilities used in problem solving. 3 sem. hrs.

Ed. 356—Professional Seminar in Elementary Education

Seminar discussion meetings, emphasizing the practical aspects of teaching at the elementary level, are planned to assist the student while he is engaged in student teaching. This course must be taken by all student teachers. 2 sem. hrs.

Ed. 359—Reading Skills

A course designed to explore, in depth, the skills to be developed in a reading program, the grade-placement of these skills, and methods for developing efficiency in the application and usage of these skills. 3 sem. hrs.

Mu. 258—Music Essentials and Methods for Elementary Teachers

A course for the elementary teacher in the fundamentals of music; elementary piano accompaniments; rhythm band activities; sociological and psychological uses of music. 3 sem. hrs.

Ped. 389—Techniques in Health Education in the Elementary School

Methods, materials, and trends in the elementary school health program. 2 sem. hrs.

Ped. 390—Techniques in Physical Education in the Elementary School

The study of the techniques, curriculum, and trends of the physical education program in the elementary school. 2 sem. hrs.

SECONDARY EDUCATION

Ed. 301—The Modern High School

The development, objectives, curriculum, administration, and supervision of the high school; guidance and extracurricular activities and evaluation at the high school level. 3 sem. hrs.

Ed. 302—Adolescent Psychology

Study of the processes of growth and development in adolescence. 3 sem. hrs.

Ed. 351—Methods Related to Specific High School Courses

This course includes the psychology of specific high school subjects and the methods of teaching these subjects. 3 sem. hrs.

Ed. 357—Professional Seminar in Secondary Education

Seminar discussion meetings, emphasizing the practical aspects of teaching at the secondary level, are planned to assist the student while he is engaged in student teaching. This course must be taken by all student teachers. 2 sem. hrs.

Ed. 360—Teaching Reading in the Secondary Schools

This course is designed for any teacher connected with the language arts in the secondary schools, including grades 7 through 12. Remedial, corrective, and developmental procedures will be discussed. "How to read" in all subject matter areas will be explored. The various materials used in secondary school reading programs will be inspected, including machines and "programmed" materials. 2 sem. hrs.



## HEALTH, SAFETY AND PHYSICAL EDUCATION

Fall: Ped. 110, 112, 113, 114, 115, 116, 125, 162, 260, 360, 361, 365, 389

Spring: Ped. 110, 112, 113, 114, 115, 116, 117, 125, 261, 362, 363, 364, 385, 390

All education students are required to take four semester hours of Physical Education during their freshman and sophomore years. They must take Ped. 125 during any one of the four semesters. The remaining three semester hours may be satisfied by any of the Physical Education activity classes.

Course Number	Sem. Hrs.
Ped. 110 Archery and Riflery .....	1
Ped. 111 Bowling .....	1
Ped. 112 Folk and Square Dancing .....	1
Ped. 113 Team Sports .....	1
Ped. 114 Body Conditioning and Apparatus .....	1
Ped. 115 Badminton and Tennis .....	1
Ped. 116 Elementary Tumbling .....	1
Ped. 117 Swimming .....	1
Ped. 120 Beginning Ballet .....	1
Ped. 125 First Aid and Safety .....	1
Ped. 130 Advanced Ballet .....	1

**Bl. 205-206—Anatomy, Physiology and Kinesiology**

A lecture demonstration course designed to give the student of Physical Education thorough and practical knowledge of these basic sciences. Prerequisite: Bl. 101-102 or equivalent. 6 sem. hrs.

**Ed. 358—Professional Seminar in Physical Education**

Seminar discussion meetings, emphasizing the practical aspects of physical education, are planned to assist the student while he is engaged in student teaching. This course must be taken by all student teachers. 2 sem. hrs.

**Ped. 160—Basketball**

Basic skills of basketball. 2 sem. hrs.

**Ped. 161—Baseball (for Men)**

Basic skills of baseball. 2 sem. hrs.

**Ped. 162—Introduction to Health & Physical Education**

A study of the philosophies, history, and principles of health and physical education. 2 sem. hrs.

**Ped. 168—Folk and Social Dancing**

Principles and practice of folk and social dances. 2 sem. hrs.

**Ped. 250—Safety Education Program in the Schools**

Aims and objectives of the school safety program; trends in school safety; materials and techniques in teaching safety. 2 sem. hrs.

**Ped. 251—History and Principles of Health and Safety Education**

A general course in the history and principles of health and safety in the school and community. 2 sem. hrs.

**Ped. 260—Football (for Men)**

Basic skills of football. 2 sem. hrs.

**Ped. 261—Boxing and Track (for Men)**

Basic skills of boxing and track. 2 sem. hrs.

**Ped. 262—Officiating (for Men)**

Officiating techniques in football, basketball, baseball and track. 2 sem. hrs.

**Ped. 263—First Aid**

A professional course for teachers of health, safety and physical education with emphasis on practical First Aid and training methods. 1 sem. hr.

**Ped. 265—Individual and Dual Sports (for Women)**

Individual and dual sports including tennis, archery and badminton. 3 sem. hrs.

**Ped. 266—Officiating (for Women)**

Officiating games and acquiring a national rating. 2 sem. hrs.

**Ped. 268—Square Dancing**

Principles and practice of square dancing. 2 sem. hrs.

**Ped. 360—Football (for Men)**

Advanced football, a continuation of Ped. 260. 3 sem. hrs.

Ped. 361—Organization, Administration and Methods of Physical Education

The organizing, administering and teaching of various Physical Education programs in the schools. 3 sem. hrs.

Ped. 362—Organization and Administration of the School Health Program

The organizing and administering of health education in the schools. 3 sem. hrs.

Ped. 363—Basketball (for Men)

Advanced basketball, a continuation of Ped. 160. 3 sem. hrs.

Ped. 364—Personal and Community Health

Service and instructing in health, practical applications of personal and community health for the teacher. 3 sem. hrs.

Ped. 365—Team Sports (for Women)

Basic skills of team sports with emphasis on Volleyball, Softball, Speedball and advanced skills in Basketball. 3 sem. hrs.

Ped. 385—Methods and Materials in Health Education in the Secondary Schools

Study of trends and methods in health; health examinations. 2 sem. hrs.

Ped. 388—Camping and Outdoor Recreation (for Women)

Practical experience in camping, camp counseling, and outdoor education and recreation. 2 sem. hrs.

Ped. 389—Techniques in Health Education in the Elementary School

Methods, materials, and trends in the elementary school health program. 2 sem. hrs.

Ped. 390—Techniques in Physical Education in the Elementary School

The study of the techniques, curriculum and trends of the physical education program in the elementary school. 2 sem. hrs.





## Department of English

Gerald J. Eberle, Ph.D., *Chairman*

*Professors:* Dr. Gerald Eberle, Dr. Mark Horne, Rev. Eugene O'Connor, S.J.; *Associate Professors:* Dr. William Gordon, Rev. Thomas Maher, S.J.; *Assistant Professors:* Dr. Frank Hoadley, Mr. Halbert Reeves; *Instructors:* Mr. John Joerg, Mr. Anthony Lala, Mr. Charles Stetler, Mr. John Taylor, Miss Margaret Vanderhaar; *Visiting Lecturer:* Miss Rose Marie Rapiér.

### Course Offerings—1966-1967

Fall: En. 101, 110, 201, 210, 220, 306, 315, 328, 335, 356, 375, 380, 390

Spring: En. 102, 111, 202, 221, 301, 308, 323, 329, 340, 344, 350, 351, 377, 384, 385

#### En. 101—Freshman Composition

Introduction to prose fiction as literary art. Writing effectively about literature and its attendant problems. 3 sem. hrs.

#### En. 102—Freshman Composition

Introduction to poetry and drama. Writing effectively about literary problems. Oral reporting; introduction to literary research and the library paper. 3 sem. hrs.

En. 110—English for Foreign Students

Intermediate English grammar, syntax, pronunciation, and spelling for non-native speakers of English. Not a basic course; presupposes some previous study of English.  
3 sem. hrs.

En. 111—English for Foreign Students

English composition, vocabulary building, English idiom. 3 sem. hrs.

En. 201—A Survey of English Poetry and Prose

Our literary heritage in English, from the beginnings to the Romantics. The course is required of all Sophomores. 3 sem. hrs.

En. 202—A Survey of English Poetry and Prose

From the Romantics to the present day. This course is required of all Sophomores. 3 sem. hrs.

En. 210—Advanced Composition

English prose style; analysis of superior expository prose; essay writing. 3 sem. hrs.

En. 220—Creative Writing: Fiction

The techniques and theories of writing fiction; analysis of works by established fiction writers and critical consideration of student efforts. Limited to the short story and the novelette. Student participation in publication of *Personae*, the campus literary magazine, provides practical experience. 3 sem. hrs.

En. 221—Creative Writing: Poetry

The techniques of writing poetry; history of the forms of poetry, including analysis of the writings of established poets and detailed criticism of student efforts. Student participation in publication of *Personae*, the campus literary magazine, provides practical experience. 3 sem. hrs.

En. 301—History of English Language and Grammar

The origins of the English language. The development of the grammar, vocabulary, and phonetics of modern English. Recent developments in linguistics. This course is designed to acquaint prospective secondary school teachers of English with the most modern studies of English as language. 3 sem. hrs.

En. 303—Chaucer

Chaucer's principal works are read in the language of the poet. 3 sem. hrs.

En. 306—Shakespeare's Tragedies

The theory of tragedy, the development of drama; a study of "Hamlet," "Macbeth," "Othello," "Lear." 3 sem. hrs.

En. 307—Shakespeare's Comedies

The theory of comedy; the development of comedy with special reference to selected comedies. 3 sem. hrs.

En. 308—Shakespeare's Histories

A study of the history play as a literary form; analysis of Shakespeare's historical dramas as expressions of Tudor concepts of politics and history. 3 sem. hrs.

En. 312—The Plays of Eugene O'Neill

The place in American theatre of the works of O'Neill, with a history of their production, and a study of his influence on American dramaturgy. 3 sem. hrs.

En. 314—Milton

A study of the background and work of the great Puritan poet. His principal prose and poetical works are thoroughly analyzed. 3 sem. hrs.

## DEPARTMENT OF ENGLISH

### En. 315—Dryden

Honors reading course. Intensive readings in the poetry, drama, and criticism of Dryden and the intellectual and literary background of his day. Senior English majors with an average of 3.0 in their major field are eligible. 3 sem. hrs.

### En. 323—Yeats

Honors reading course. Readings in the poetry, dramas, essays of Yeats. Senior English majors with an average of 3.0 in their major field are eligible. 3 sem. hrs.

### En. 328—Sixteenth Century Poetry and Prose

The English sonnet and the development of English lyric poetry; the development of English prose. 3 sem. hrs.

### En. 329—Seventeenth Century Poetry and Prose

The prose and poetry of the period, exclusive of Milton, will be treated. Special emphasis on the School of Donne, the character writers, and the beginning of the neo-classic age. 3 sem. hrs.

### En. 335—The Age of Pope

The important figures of the post-Restoration period; major emphasis given to the works of Pope, Swift, and Johnson. 3 sem. hrs.

### En. 340—English Romantic Poets

A discussion of the age and its criticism of the art and thought of the poets of the period. Emphasis will be laid on the poetry of Coleridge, Wordsworth, Byron, Keats and Shelley. 3 sem. hrs.

### En. 343—Victorian Poetry

The greater poets of the later nineteenth century; the causes leading to the development of the thought of each; the main tendencies of modern verse traced to these earlier writers. 3 sem. hrs.

### En. 344—Victorian Prose

Honors reading course. Intensive readings in the chief prose masters of the Victorian Age exclusive of the novelists. Senior English majors with an average of 3.0 in their major field are eligible. 3 sem. hrs.

### En. 347—Modern Poetry

The distinctive methods and aims of the major twentieth-century American and British poets—Yeats, Hopkins, Eliot, Auden, Frost—are studied in their most important works. In addition a survey is made of the minor poets of our time. 3 sem. hrs.

### En. 350—The Epic from Homer to Tolstoy

Epic classics of Western Civilization in translation. 3 sem. hrs.

### En. 351—Survey of Western Drama I

Historical review of the drama from the Greeks to mid-nineteenth century; the spirit and thought of each age as exemplified in the drama of the period; the development of dramatic tradition. 3 sem. hrs.

### En. 352—Survey of Western Drama II

Historical review of drama developments from early realistic movements to the experimental schools of the 1920s. Emphasis on Ibsen, Shaw, and O'Neill, with some attention to more recent figures. 3 sem. hrs.

En. 353—Tragedy from Sophocles to the Present

The genre of tragedy as a literary form; critical theory of tragedy from the classical age through the modern. A study of selected tragedies from various periods.

3 sem. hrs.

En. 355—Elizabethan Drama Exclusive of Shakespeare

The major playwrights of the period will be considered, with attention to the beginning and development of English drama.

3 sem. hrs.

En. 356—Restoration and Eighteenth Century Comedy

Honors reading course. Extensive readings in the plays of Wycherley, Congreve, Goldsmith, Sheridan, and others. Senior English majors with an average of 3.0 in their major field are eligible.

3 sem. hrs.

En. 357—English Drama Since Shakespeare

Developments in the British Drama of the seventeenth, eighteenth, and early nineteenth centuries: the heroic play, pathetic tragedy, domestic tragedy, sentimental comedy, burlesque, melodrama.

3 sem. hrs.

En. 375—Literary Criticism

The major movements in contemporary literary criticism in their historical context. Special attention will be given to the application of critical theory to works of literature. This course is recommended for prospective teachers of English in the secondary schools.

3 sem. hrs.

En. 377—Psychology and Literature

Honors reading course. Background readings in psychological theories which have been important in literary criticism and studies in the creative process. Senior English majors with an average of 3.0 in their major field are eligible.

3 sem. hrs.

En. 380—Introduction to Bibliography and Research Method

A course designed to introduce the student to the methods and principles of English scholarship. Typical exercises and practical training will be given in the bibliography of literary study. English majors who wish to be recommended for graduate work in English must take this course in their senior year, along with an Honors Reading Course.

3 sem. hrs.

En. 384—The Continental Novel

Honors Reading Course. Close study of some of the major works of the principal continental novelists. Senior English majors with an average of 3.0 in their major field are eligible.

3 sem. hrs.

En. 385—British Novel

Intensive readings in the British Novel from its origins to the end of the nineteenth century.

3 sem. hrs.

En. 389—Major American Writers I

Study of the principal works of important early writers: Poe, Emerson, Thoreau, Melville, Hawthorne, Whitman, Twain, Dickinson.

3 sem. hrs.

En. 390—Major American Writers II

Study of the principal works of important modern American writers: James, Crane, Adams, O'Neill, Robinson, Frost, Dreiser, Anderson, Eliot, Stevens, Fitzgerald, Hemingway, Wolfe, Faulkner.

3 sem. hrs.

En. 391—The Modern Novel

A study of some of the major twentieth century novelists of England and the United States, with attention to changes in theory and technique and to the influence of continental writers.

3 sem. hrs.

En. 398—Aesthetics

The nature of aesthetic experience. A study of contemporary critical and aesthetic theories in literature and the fine arts with special emphasis upon their practical application in contemporary poetry, painting, and sculpture.

3 sem. hrs.



## Department of History and Political Science

Joseph R. Berrigan, Jr., Ph.D., *Chairman*

*Professors:* Rev. Charles Chapman, S.J., Dr. Raymond Witte; *Associate Professor:* Dr. Joseph Berrigan, Jr.; *Assistant Professors:* Mr. Malcolm Byrnes, Mr. Peter Cangelosi, Rev. Thomas Clancy, S.J., Mr. Don Hamlin, Rev. Charles O'Neill, S.J., Rev. James Pillar, O.M.I.

### Course Offerings—1966-1967

Fall: Hs. 101, 201, 211, 321, 333, 341, 351, 377, 383, 385, 387, 397  
Spring: Hs. 102, 202, 212, 322, 334, 352, 361, 378, 386, 388, 399

#### Hs. 101—Western Civilization (2000 B.C.-1500 A.D.)

The purpose of this course is to give an introductory view of history as a whole. In this semester, early civilizations are studied in their political, economic, social, and religious aspects, and their contributions to modern civilization evaluated. 3 sem. hrs.

#### Hs. 102—Western Civilization (1500 A.D. to Present)

In this semester, past movements are coordinated with present civilization by studying the present in the light of the past. Special emphasis is placed throughout on the unity and continuity of history. 3 sem. hrs.

#### Hs. 201—Survey of United States History I (1492-1865)

Discoveries and settlements; French and Indian wars; economic development; independence; the "Articles" and the "Constitution"; era of Jefferson; westward movements; the "American system"; the "reign" of Jackson; the Civil War. 3 sem. hrs.

#### Hs. 202—Survey of United States History II (1865 to Present)

Reconstruction; economic and social developments; imperialism; agriculture vs. industry; growth of monopolies and trusts; World War I; the New Deal; American interest in world affairs; World War II; toward Internationalism; the New Frontier. 3 sem. hrs.



**Hs. 211—The Catholic Church in the United States I (1526-1865)**

The Church in Colonial America—Spanish, French, and English; Catholics and the American Revolution; Organization; Expansion; Trusteeship; Bigotry; Provincial Councils of Baltimore; the Church and the Civil War Issues. 3 sem. hrs.

**Hs. 212—The Catholic Church in the United States II (1866-1950)**

The Church on the Frontier; Plenary Councils of Baltimore; the School Question; Nationalism; Ku Klux Klan; and the A.P.A.; the heresy of Americanism; the Church and American Labor; N.C.W.C.; the Church and the American Negro and Indian. 3 sem. hrs.

**Hs. 301—Ancient History I**

The Ancient Near East: the civilizations of Mesopotamia and Egypt; the Hittites; the Hebrews. Greece: the Heroic Age; the rise of the polis; the colonies; the Persian crisis; Athens and Sparta; the cultural apogee; Macedonia; Alexander and the Hellenistic Age. 3 sem. hrs.

**Hs. 302—Ancient History II**

The foundation of Rome; the early legendary period; expansion in central Italy; the Etruscans; the Gauls. Conflict in Carthage; the Punic Wars; Expansion throughout the Mediterranean. Social crisis: the civil wars. Triumph and death of Caesar; the principate; the Empire to Marcus Aurelius; the collapse of the third century. 3 sem. hrs.

**Hs. 307—History of Russia I**

A survey of Russia from the beginnings to the 1905 Revolution; the emergence of Moscow; The Time of Troubles; The Romanov dynasty; reforms of Peter the Great; The era of Catherine and Alexander I; Reform and Autocracy in the 19th century. 3 sem. hrs.

**Hs. 308—History of Russia II**

From 1905 to the present. The Revolution of 1905 and 1917; The establishment of the Soviet Union; variations in foreign and domestic policy between the two World Wars; Post-war Soviet Imperialism. Theoretical aspects of Communism. 3 sem. hrs.

**Hs. 311—Early Middle Ages (400 to 1200 A. D.)**

Collapse of the Roman Empire; barbarian kingdoms; Byzantium and Islam; the Church; survival of culture; the Carolingian Renaissance and collapse; the feudal monarchies; the Empire and the Papacy; Gregory VII; the Crusades; the twelfth-century Renaissance. 3 sem. hrs.

**Hs. 312—High Middle Ages and Renaissance (1200-1500 A. D.)**

Innocent III; Frederick II; rise of nation states; Boniface VIII; Dante; Petrarch and humanism; Avignon Papacy, the Schism, the Councils; Renaissance Italy; fifteenth-century European nation-states; the Renaissance Papacy. 3 sem. hrs.

**Hs. 321—Modern Europe I (1500-1713)**

National monarchies; empires and city-states; commercial revolution; the Protestant revolt; Charles V and Philip II; religious wars in Europe; Catholic reformation; the Stuarts and the Parliament; Age of Louis XIV; British revolution; European wars. 3 sem. hrs.

**Hs. 322—Modern Europe II (1713-1815)**

French-Spanish-Dutch wars for colonial and commercial supremacy; rise of Russia and Prussia; dismemberment of Poland; "benevolent despots"; "Old Regime" and the French Revolution; the Hanoverians; Napoleon; Congress of Vienna. 3 sem. hrs.

**Hs. 323—The Protestant Reformation**

The origins of the Reformation; Luther; Calvin; the English scene; the Scandinavian scene; the Wars of Religion; the effects of the Reformation. 3 sem. hrs.

**Hs. 324—The Catholic Reformation**

Pre-Reformation attempts at reform; reactions to the Protestant Reformers; the Council of Trent; the Reformed Papacy; Revival among the Regulars; Education and Scholarship; Missions. 3 sem. hrs.

**Hs. 331—Modern Europe III (1815-1890)**

Policies of the Holy Alliance; Balkan revolution; political disturbances in France, Belgium; legitimists, republicans, and socialists; revolutions of 1848; Louis Napoleon; Crimean War; unification of Italy; Franco-Prussian War; the German empire. 3 sem. hrs.

**Hs. 332—Modern Europe IV (1890-1954)**

European imperialism; World War I; the Versailles settlement; Communism in Russia; Fascism in Italy; the Weimar Republic; Nazism, England and France between the wars; the smaller European powers; International Chaos: China, Ethiopia, Spain; Appeasement; World War II. 3 sem. hrs.

DEPARTMENT OF HISTORY  
AND POLITICAL SCIENCE

- Hs. 333—The Catholic Church in the Nineteenth Century  
The Church and Napoleon. 3 sem. hrs.
- Hs. 334—The Contemporary Church: Vatican Councils I & II  
Background to Vatican I; preparations; initial debates; papal infallibility; calling of Vatican II; reactions; preparations; the first session; the last three sessions; projection. 3 sem. hrs.
- Hs. 341—Contemporary World History  
The Western nations in the aftermath of World War II; the Communist States in the aftermath of the War; the March towards Independence in Asia and Africa—India, China, Japan, Southeast Asia, the Near and Middle East, Global Resources, Defense and Social Justice. 3 sem. hrs.
- Hs. 351—Latin American History (1492-1820)  
The Latin American civilization of South America, Central America, Mexico and the Caribbean area; discovery, conquest, exploration and colonization; influence of European civilization and the Church; development of Latin American economy and culture; struggle for independence of Mexico, South America and Brazil. 3 sem. hrs.
- Hs. 352—Latin American History (1820 to Present)  
Foundation and development of Mexico, Venezuela, Colombia, Ecuador, Peru, Bolivia, Chile, Argentina, Uruguay, Paraguay, Brazil and the smaller nations of Middle America; Latin America and the United States; Inter-American relations. 3 sem. hrs.
- Hs. 353—Latin American History—Central America and the Caribbean Region (pre-Columbian—1820)  
An area study of the middle American region: Caribbean islands including Haiti, Cuba, Puerto Rico and Jamaica; countries of Central America: Panama, Costa Rica, Nicaragua, El Salvador, Honduras and Guatemala; Venezuela and Mexico, including political, administrative, economic, social and cultural development from pre-Columbian civilization to 1820. 3 sem. hrs.
- Hs. 354—Latin American History—Central America and the Caribbean Region (1820 to Present)  
Foundation and development of Panama, Costa Rica, Nicaragua, El Salvador, Honduras, Guatemala, Venezuela and Cuba; Development of Haiti, the Dominican Republic, Islands of the British West Indies and lesser islands and areas of the Caribbean. 3 sem. hrs.
- Hs. 361—Louisiana History  
The early settlers and the French regime; the Spanish regime; the Louisiana Purchase; the State before, during, and after the Civil War; Modern Louisiana. 3 sem. hrs.
- Hs. 365—The Revolutionary Era, 1763-1789  
An analysis of the British colonial system following the Peace of Paris, with emphasis upon economic, political, and cultural backgrounds of the American Revolution. The significance of the Revolution in forming American political ideas and traditions will also be stressed. 3 sem. hrs.
- Hs. 366—The Founding of the Republic, 1789-1815  
An examination of the nature of the Constitution and the historical forces which gave it shape. Major attention will be given to the continuity of political growth and cultural patterns during the early national period, as well as to the development of the dominant theories of Hamiltonian Federalism and Jeffersonian Democracy. 3 sem. hrs.
- Hs. 375—The Age of Jackson, 1815-1845  
A study of the emerging conflict of nationalism and sectionalism in American life, with emphasis on economic and political forces affecting the expansion of the American democratic process. The conflicting theories of Jacksonian Democracy, Manifest Destiny, and the Mexican War will be surveyed. 3 sem. hrs.
- Hs. 376—Civil War and Reconstruction, 1845-1877  
A detailed examination of the forces leading to sectional conflict in 1861 and to the eventual re-establishment of the Union, with special emphasis upon the place of the Civil War in American historiography and upon the heritage of the Reconstruction period. 3 sem. hrs.
- Hs. 377—The Rise of Modern America, 1877-1918  
An analysis of the emergence of the United States as a great industrial nation and as a major power in international affairs. Particular attention will be given to the development of the conservative and liberal ideologies and to the Progressive Movement as the backdrop for domestic reform and American participation in World War I. 3 sem. hrs.

Hs. 378—The U. S. Since World War I, 1918 to Present

A study in the evolution of the United States from isolationism to involvement in World War II, and of her response to the political and economic ideologies of a world between two wars. The New Deal; the Fair Deal, and the New Frontier. 3 sem. hrs.

Hs. 381—History of England I, 600-1600

Roman Britain. Nordic invasions. Saxon England. Norman Conquest and the making of the nation. Plantagenets. Crusades, and The Hundred Years' War. Early Parliamentary development. Aristocratic anarchy, wars of the Roses. Strong Tudor monarchy. The break from Catholicism. Beginnings of overseas expansion, conflict with Spain. 3 sem. hrs.

Hs. 382—History of England II, 1600 to Present

The Stuart Era, struggle between Crown and Parliament. The Protectorate. Stuart Restoration. Parliamentary Supremacy and the eighteenth-century oligarchy. Loss of American colonies. Struggle with Napoleon. Industrial Revolution. Victorian Liberalism and Reform. The New Imperialism. World Wars I and II. Labor Party. From Empire to Commonwealth. In both semesters special attention is given to English literature as it complements political and social history. 3 sem. hrs.

Hs. 383—History of France

3 sem. hrs.

Hs. 385—Tudor England

3 sem. hrs.

Hs. 386—Stuart England

3 sem. hrs.

Hs. 387—Directed Readings on the British Empire I

3 sem. hrs.

Hs. 388—Directed Readings on the British Empire II

3 sem. hrs.

Hs. 393—Directed Readings in European History

3 sem. hrs.

Hs. 397—Directed Readings in American History I

3 sem. hrs.

Hs. 398—Directed Readings in American History II

3 sem. hrs.

Hs. 399—Historical Theory and Bibliography

A course designed for history majors, exploring the various answers which have been given to the problem of the meaning and validity of the historical process. The contributions to historical thought by the great historians will also be surveyed.

3 sem. hrs.

POLITICAL SCIENCE

Course Offerings—1966-1967

Fall: Psc. 101, 201, 301, 347, 397

Spring: Psc. 102, 202, 302, 348, 398

Psc. 101—American Government I

Structure, development, powers, and limits of the federal government; underlying principles and relationships of executive, legislative, and judicial departments; organization, functions, and powers of various branches and bureaus of government; revenues, expenditures, and debts; federal regulation and control. 3 sem. hrs.

Psc. 102—American Government II

State and local governments in the United States; structure and composition; powers and limitations of the lesser governmental units; workings of the state executive, legislative, and judicial branches; state administration and finance; changing relations between the nation and the states; types of municipal organization; county, parish, township, villages, and special districts. 3 sem. hrs.

Psc. 201—European and Comparative Government I

GREAT BRITAIN: the origin of the British Constitution; the Crown; Parliament; the Legal System; local government; problems of Empire and Commonwealth. FRANCE: The heritage of the Revolution; the Third Republic, its constitutional structure and failure; the Fourth Republic, its weaknesses and prospects; British and French Parliamentary Systems compared. 3 sem. hrs.

DEPARTMENT OF HISTORY  
AND POLITICAL SCIENCE

Psc. 202—European and Comparative Government II

GERMANY: historical backgrounds; the Hohenzollern Empire (1871-1918); the Weimar Republic (1918-1933); National Socialism (1933-1945); Allied Occupation and control; rebirth of German political life. SOVIET UNION: historical background and communist revolution; Lenin and consolidation; Stalin in power; the Soviet government in theory and practice; communist system and the world. Comparative governments; democracy vs. dictatorship; constitutions; separation of powers; legislatures and political parties. 3 sem. hrs.

Psc. 301—Constitutional Development I

The Constitution in Embryo; the Constitutional Convention and Ratification; the Constitution in Operation; Growth of Judicial Power under John Marshall; the Eve of the Civil War; Reconstruction, the Fourteenth Amendment; Legal-Tender Cases; Business Affected with a Public Interest; Interstate Commerce. 3 sem. hrs.

Psc. 302—Constitutional Development II

The Sherman Anti-Trust Act (1890) the Income Tax on Trial; the Constitution and the Flag; Labor Cases; Railroad Regulations; Supreme Court Personnel; Wilson's "New Freedom"; Amendments; Civil Liberties and Due Process; Judicial Limits of Regulatory Power; the Supreme Court in Transition 1935-37; Attempts at Judicial Reform; Control of Industry; World War II; Judicial Trends. 3 sem. hrs.

Psc. 305-306—Political Parties and Pressure Groups

The party system, theory and practice on national, state, and local level. Party organization. Nominations. Conventions. Campaign techniques. Elections. Voting Behavior. The principal pressure groups. Methods used to mobilize public opinion. Influence of pressure groups on various branches of government. Influence of parties and pressure groups on public administration and bureaucracy. 6 sem. hrs.

Psc. 308—History and Philosophy of Soviet Communism

From 1905 to the present, The Revolution of 1905 and 1917; The establishment of the Soviet Union; variations in foreign and domestic policy between the two World Wars; Post-war Soviet Imperialism. Theoretical aspects of Communism. 3 sem. hrs.

Psc. 311—International Relations

A comprehensive, systematic study of the fundamental principles that govern international politics. Significant concepts that are dealt with include: international law and its natural-law basis; elements of power and the dynamics of international relations, techniques of foreign policy; revolution and the cold war, international economics, collective security. 3 sem. hrs.

Psc. 312—International Relations

Examination of some of the more basic international issues.—Political, economic and psychological—, of the contemporary world. Emphasis on the sources of U. S. conduct, Soviet conflict management, problems of imperialism and colonialism. The quest for peace, the unity of the West, the West and the world. Discussion of current international events. 3 sem. hrs.

Psc. 313-314—Political Theory

A survey of political thought from ancient times to the present with special emphasis upon an analysis of the past that can contribute to an understanding of the present. 6 sem. hrs.

Psc. 347—Business and Government

A study of the economic role of the state in relation to business, labor, and agriculture. Also considers pressure groups, monopolies, and questions of state regulation and ownership. The emphasis is on the present state of public law and the historical background of the government's increasing role in the economy. 3 sem. hrs.

Psc. 348—Conservatism

A more theoretical study of the private enterprise philosophy and its political implications with special emphasis on the outstanding conservative thinkers from Edmund Burke and Alexander Hamilton to Peter Drucker and Friedrich Hayek. Some consideration is given to the relation between the new conservatives and the various anti-Communist movements. 3 sem. hrs.

Psc. 397—Directed Readings in American History I

3 sem. hrs.

Psc. 398—Directed Readings in American History II

3 sem. hrs.





## Department of Journalism

Mark D. Horne, Ph.D., *Chairman*

*Professor:* Dr. Mark Horne; *Instructors:* Mr. Russell Cresson, Mr. Michael Kabel; *Visiting Lecturers:* Mr. Leo McLean, Mr. William Pfaff, Mr. William Slatter.

### Course Offerings—1966-1967

Fall: Jr. 101, 121, 203, 223, 307, 315, 321, 333, 335, 343, 345, 347  
Spring: Jr. 102, 122, 204, 224, 306, 317, 322, 334, 336, 340, 344, 346, 348

#### Jr. 101-102—News Writing and Reporting

The lead, style and structure of news stories, news sources, intensive practice in writing leads and types of stories. Required of Journalism majors. 4 sem. hrs.

#### Jr. 121-122—Laboratory for Jr. 101-102

Staff work on the Loyola Maroon writing news stories, covering assigned beats. Required of Journalism majors. 2 sem. hrs.

#### Jr. 203-204—News Editing

Lectures and intensive practice in copyreading, proofreading, techniques in use of typography, body, type, headlines, and art and printing in newspaper layout. 4 sem. hrs.

#### Jr. 223-224—Laboratory for Jr. 203-204

Staff work on the Loyola Maroon and other campus publications. Required of Journalism majors. 2 sem. hrs.



## DEPARTMENT OF JOURNALISM

### Jr. 302—Writing for Industry

Writing and editing industrial publications. Planning, selecting style and mood for stories, magazine and newspaper format. 2 sem. hrs.

### Jr. 306—Feature Writing

Semi-news types. The field for features: daily, Sunday magazine, special departments, magazine articles. 2 sem. hrs.

### Jr. 307—Editorial Writing

Types of interpretive journalism. The editorial, the news review, the by-lined article. Prerequisite: Jr. 203-204. Required of Journalism majors. 2 sem. hrs.

### Jr. 315—Advanced Reporting

Reporting local, state, and federal courts, municipal, parish and federal administrations. Politics, finance, religion and labor. 2 sem. hrs.

### Jr. 317—The Law and the Press

Brief history of legal responsibilities of the newspaper profession. Required of Journalism majors. 3 sem. hrs.

### Jr. 321-322—Photography

Use of the camera with emphasis on the standard press-type, daylight and flash exposures, developing and printing, fundamentals of composition and lighting, editing of pictures for news and feature articles. 2 sem. hrs.

### Jr. 333-334—Laboratory for Journalism Juniors

Staff work on the Loyola Maroon and Wolf and other publications. Required of Journalism majors. 2 sem. hrs.

### Jr. 335-336—Laboratory for Journalism Seniors

Staff work on the Loyola Maroon and Wolf and other publications. Required of Journalism majors. 2 sem. hrs.

### Jr. 340—History of Journalism

Development and changes in the newspaper from the beginning through the present time against the background of economic, social, and political history. Required of Journalism majors. 3 sem. hrs.

### Jr. 342—Sports Writing

Writing for the sports pages. The A.M. and the P.M. story, the advance story, the running story. 2 sem. hrs.

### Jr. 343—Survey of Public Relations

Brief history of the development and changes in public relations fields, with emphasis on the theory and functions. 3 sem. hrs.

### Jr. 344—Promotion and Publicity

Promotion in the public relations campaign, principles and techniques of publicity writing, the news release. 3 sem. hrs.

### Jr. 345—Advertising

Fundamentals of advertising; layouts and writing of copy; advertising agencies and media; psychology in advertising; assigned problems and demonstrations. 3 sem. hrs.

### Jr. 346—Radio and Television News and Special Events

The assembling, handling, selection, and production of radio and television news and special events programs. 3 sem. hrs.

### Jr. 347-348—Typography and Layout

The layout as applied to books, publications, special and direct advertising. Type matter arranged as to legibility, harmony, and contrast. 6 sem. hrs.



## Department of Classical Languages

Rev. Emmett M. Bienvenu, S.J., M.A., *Chairman*

*Associate Professor:* Rev. Emmett Bienvenu, S.J.; *Instructor:* Mr. Alvin Perrie, Jr.

Students who present two or more high school units in Classical Languages are advised to take the Achievement Tests of the CEEB. On the basis of these tests, they are assigned to those language courses most suited to their needs and achievements.

## DEPARTMENT OF CLASSICAL LANGUAGES

### CLASSICAL LANGUAGES

Candidates for the Bachelor of Arts-Classical degree follow the program and course-sequences indicated on page 52 of this Bulletin. During their Junior and Senior years they participate actively in the Seminars conducted each year in the department. Senior comprehensive examinations are both oral and written. Exercises in composition, prose or verse, accompany the study of Greek and Latin authors in all courses.

Course Offerings (lower division): Latin courses numbered 101-2, 103-4, and Greek courses numbered 101-2 are offered in the Fall and Spring semesters respectively of each scholastic year.

### GREEK

#### Course Offerings (Upper Division)—1966-1967

Fall: Gk. 301, 303

Spring: Gk. 302, 304

#### Gk. 101-102—First Year College

A beginners' course in Homeric Greek. Five periods a week. Credit is dependent upon the completion of Gk. 102. 6 sem. hrs.

#### Gk. 203—Herodotus

Selections from the History. 3 sem. hrs.

#### Gk. 301—Plato

The Dialogues. 3 sem. hrs.

#### Gk. 302—Sophocles

The Plays. 3 sem. hrs.

#### Gk. 303—Thucydides

Selections. 3 sem. hrs.

#### Gk. 304—Aeschylus

Several of the plays. 3 sem. hrs.

#### Gk. 305—Demosthenes

The Orations. 3 sem. hrs.

#### Gk. 306—Aristophanes

The Plays. 3 sem. hrs.

#### Gk. 307—Plato

The Republic 3 sem. hrs.

#### Gk. 309—Euripides

The Plays. 3 sem. hrs.

#### Gk. 311—Greek Lyric Poetry

Selections from Sappho, Alcaeus, Anacreon are all studied in the original text. 3 sem. hrs.

### LATIN

#### Course Offerings (Upper Division)—1966-1967

Fall: Lt. 303, 313

Spring: Lt. 321, 314

#### Lt. 101-102—Basic and Intermediate

A course intended to give the essentials of grammar. It is open to all students who wish to begin the study of the classic languages in college. The semester hours will be credited toward the completion of the total hours required for graduation. Five periods a week. Credit is dependent on the completion of Lt. 102. 6 sem. hrs.

Lt. 103-104—First Year College	
Readings from the Minor Poets.	6 sem. hrs.
Lt. 201-202—Second Year College	
Readings from Cicero's De Senectute, De Amicitia, Somnium Scipionis, Pro Archia.	6 sem. hrs.
Lt. 301—Historians of the Silver Age	
Selections from Livy.	3 sem. hrs.
Lt. 302—Authors of the Silver Age	
Selections from Pliny.	3 sem. hrs.
Lt. 303—Agricola of Tacitus	3 sem. hrs.
Lt. 304—Satires of Juvenal	3 sem. hrs.
Lt. 305—Plays of Plautus	
Terence's Phormio.	3 sem. hrs.
Lt. 306—Selections from Pliny The Elder	
Quintilian.	3 sem. hrs.
Lt. 307—Ecclesiastical Writers	
Selections from Tertullian and Lactantius.	3 sem. hrs.
Lt. 309—St. Augustine	
Selections from the City of God.	3 sem. hrs.
Lt. 310—St. Augustine	
Selections from the Confessions.	3 sem. hrs.
Lt. 311—Ovid	
Complete Metamorphoses.	3 sem. hrs.
Lt. 312—Virgil	
Aeneid. Study of epic Latin poetry.	3 sem. hrs.
Lt. 313—Horace	
Critical study of the major works of Horace.	3 sem. hrs.
Lt. 314—Virgil	
Selections from the Eclogues and the Georgics.	3 sem. hrs.
Lt. 315—Special Research Problem for Latin majors only	3 sem. hrs.
Lt. 317—Tusculan Disputations of Cicero	
Selections.	3 sem. hrs.
Lt. 321—Lucretius	
Selections from the De Rerum Natura	3 sem. hrs.
Lt. 322—Seneca	
The Plays.	3 sem. hrs.



## Department of Modern Foreign Languages

Dr. Jesus R. Rodriguez, Ed.D., *Acting Chairman*

*Professor:* Rev. Paul Callens, S.J.; *Associate Professors:* Mrs. Andree Heller, Dr. J. R. Rodriguez, Miss Isabel Snyder; *Assistant Professor:* Dr. Gregory Stam; *Instructors:* Mrs. Elizabeth Branam, Mr. Herbert Graf; *Visiting Lecturer:* Mrs. Dolores Elguezabal.



## MODERN FOREIGN LANGUAGES

A minimum of two years of college modern foreign language study is required of all candidates for degrees in several of the major degree programs.

Students in French, German or Spanish who do not have two high school units will take course 101-102, followed by course 201-202.

Students who have two high school units in the modern foreign language which they continue in college will take French, German or Spanish 103-104 followed by course 203-204.

Besides attendance at class lectures three times a week, two periods a week of laboratory practice are required of all modern foreign language students in 101-102; 201-202; 103-104; 203-204; 303-304.

Native foreign students should consult the adviser of their language study as to course placement.

Students fulfilling their language requirements in all programs are urged to follow the elementary and intermediate courses in immediate sequence and without interruption. Only in this way can they gain the maximum from their study of language and at the same time avoid the danger of losing what they have learned in their elementary courses.

Majors in Modern Foreign Languages follow in general the A.B. program and course sequences listed on page 52 of this bulletin. Their first upper division courses should be 303-304. For their minor subjects (see page 52) they may choose sequential courses in any of the following fields: other languages (classical or modern), English, speech, history, political science, sociology, philosophy, psychology and economics.

COMPREHENSIVE EXAMINATIONS are required of all modern foreign language majors in their major field. In addition, majors in Education with a teaching field in foreign languages must give satisfactory evidence of oral and written proficiency in their chosen language before they will be recommended for Teacher Certification in those languages.

Course Offerings (lower division): All courses in French, German, Russian, and Spanish listed as First Year College and Second Year College are offered in the Fall and Spring semesters respectively of each scholastic year.

## FRENCH

Upper Division course offerings—1966-1967

Fall: Fr. 303, 310

Spring: Fr. 304, 331

## DEPARTMENT OF MODERN FOREIGN LANGUAGES

### Fr. 101-102—First Year College

The essentials of French. The course advances through graded reading, conversation and composition. Three class and two laboratory periods a week. 6 sem. hrs.

### Fr. 103-104—First Year College

For students with two units of high school French. Grammar review, conversation, composition and reading selections. Three class and two laboratory periods a week. 6 sem. hrs.

### Fr. 201-202—Second Year College

For students who have successfully completed Fr. 101-102. Grammar review, selected readings in French, composition. Three class and two laboratory periods a week. 6 sem. hrs.

### Fr. 203-204—Second Year College

For students who have successfully completed Fr. 103-104. Reading of selected masterpieces, grammar review and conversation. 6 sem. hrs.

### Fr. 303-304—Advanced French Conversation and Composition

Prerequisite: Fr. 202 or 204 and/or permission of adviser. Three class and two laboratory periods a week. 6 sem. hrs.

Prerequisite for the Following Courses: Fr. 303-304 or an equivalent knowledge of French.

### Fr. 301—Medieval and Sixteenth Century Literature

A study of the poetic theories, genres and representative authors. 3 sem. hrs.

### Fr. 305—French Classicism

A thorough interpretation of the Classical ideas in prose, poetry and drama. 3 sem. hrs.

### Fr. 306—The French Classical Drama

A thorough study of the drama of Corneille, Racine and Moliere. 3 sem. hrs.

### Fr. 327—Historical Survey of the Culture and Civilization of France

Historical perspective of the religious, social, political and cultural institutions of France and the dominant influential ideas and ideals. 3 sem. hrs.

### Fr. 331—Age of Enlightenment

A literary and philosophical explanation of the ideas in the 18th century. 3 sem. hrs.

### Fr. 341—Nineteenth Century

A comprehensive study and interpretation of romanticism, realism, naturalism, parnassianism, and symbolism. 3 sem. hrs.

### Fr. 351—Twentieth Century

A detailed study of the movements and ideas of French literature of the 20th century. 3 sem. hrs.

### Fr. 361—Teaching Methods

A course designed to give intensive training in particular skills to teachers and student-teachers of French. 3 sem. hrs.

## GERMAN

### Upper Division course offerings—1966-1967

Fall: Gr. 303, 305

Spring: Gr. 304, 306

#### Gr. 101-102—First Year College

The essentials of German. The course advances through graded readings and composition. Credit dependent upon completion of Gr. 102. Three class and two laboratory periods a week. 6 sem. hrs.

#### Gr. 103-104—First Year College

Designed for students presenting two units of high school German. Rapid grammar review and intensive study of syntax. Composition and reading selections. Three class and two laboratory periods a week. 6 sem. hrs.

#### Gr. 201—Second Year College

Review grammar, selected readings in German. Collateral readings and composition. Three class and two laboratory periods a week. 3 sem. hrs.

#### Gr. 202—Second Year College

Advanced grammar, syntax and composition. Selected readings of German authors. Three class and two laboratory periods a week. 3 sem. hrs.

#### Gr. 203-204—Second Year College

Designed for students who have successfully completed Gr. 103-104. Intensive composition and extensive reading of selected masterpieces from the whole field of German literature. Three class and two laboratory periods a week. 6 sem. hrs.

#### Gr. 210—Scientific German

Designed to familiarize students with the complexities of scientific German; basic science vocabulary and intensive drill in the sentence structure of learned discourse. Major emphasis is placed upon readings in the field of chemistry, physics and biology. 3 sem. hrs.

#### Gr. 303-304—Advanced German Conversation and Composition

The course is intended primarily for German majors. Prerequisite: Gr. 202 or 204 or 210 and permission of instructor and the German adviser. Three class and two laboratory periods a week. 6 sem. hrs.

#### Gr. 305—German Literature From the Beginning to the End of the Medieval Period

A survey of German prose and verse of the Old High and Middle High Eras. 3 sem. hrs.

#### Gr. 306—German Literature From the Renaissance to the "Sturm Und Drang"

A survey of the principal personalities and movements from 1500 to 1770. 3 sem. hrs.

#### Gr. 315—German Classicism

Goethe, Schiller, and the minor classicists of the period. 3 sem. hrs.

#### Gr. 316—Romanticism

The Berlin, Heidelberg, Northern and Swabian Circles, with emphasis on Holderlin, Kleist and Heine. 3 sem. hrs.

#### Gr. 325—Realism, Naturalism, Impressionism and Expressionism

Emphasis on Buchner, Grillparzer, Storm, Hauptmann, Liliencron, George, Rilke, Hofmannsthal. 3 sem. hrs.

#### Gr. 326—Contemporary German Literature

Works of the exiles and post war literature. Emphasis on Brecht. 3 sem. hrs.

#### Gr. 355—Problems in German Drama

3 sem. hrs.

## RUSSIAN

### Upper Division course offerings—1966-1967

Fall: Rs. 303, 305

Spring: Rs. 304, 306

#### Rs. 101-102—First Year College

The essentials of Russian. The course advances through graded readings and composition. Credit dependent upon completion of Russian 102. Three class and two laboratory periods a week. 6 sem. hrs.

#### Rs. 201-202—Second Year College

Review grammar, selected readings in Russian. Composition. Fall and Spring. Three class and two laboratory periods a week. 6 sem. hrs.

#### Rs. 303-304—Advanced Russian Conversation and Composition

The course is intended primarily for Russian majors. Prerequisite: Rs. 201-202. Three class and two laboratory periods a week. 6 sem. hrs.

#### Rs. 305—A Survey of Russian Literature I

The origins. The early 19th Century. Pushkin, Lermontov, Gogol, Turgeniev, Gontscharov, Ostrovsky. 3 sem. hrs.

#### Rs. 306—A Survey of Russian Literature II

Dostoyevsky, Tolstoy, Chekhov, Gorky. Russian prose before 1917. Contemporary Literature. 3 sem. hrs.

#### Rs. 325—The Golden Age

Pushkin and Gogol. 3 sem. hrs.

#### Rs. 326—The Russian Novel

The masters of the Russian novel of the 19th and 20th centuries. Turgeniev, Dostoyevsky, Tolstoy, Gorky. Readings of selected masterpieces and discussions. 3 sem. hrs.

#### Rs. 351—Russian Lyric After Pushkin

Main Russian poets of the first half of the 19th century. Lermontov, Zhukovsky. The poets of the 1860's. The Modernist Movement. The symbolists. 3 sem. hrs.

#### Rs. 352—The Russian Theatre

The origins. The 18th Century: Fonvisin. The 19th Century: Griboyedov, Pushkin, Gogol, Ostrovsky. The 20th Century: Chekhov. The Stanislavsky System. Contemporary Drama. 3 sem. hrs.

## SPANISH

### Upper Division course offerings—1966-1967

Fall: Sp. 303, 325, 311

Spring: Sp. 304, 326, 351

#### Sp. 101-102—First Year College

For students with fewer than two high school units in Spanish. The essentials of Spanish through graded readings, conversation and composition. Three class and two laboratory periods a week. 6 sem. hrs.

#### Sp. 103-104—First Year College

For students with two high school units in Spanish. Conversation, composition, reading, grammar review. Three class and two laboratory periods a week. 6 sem. hrs.

#### Sp. 201-202—Second Year College

For students who have successfully completed Sp. 101-102. Conversation, reading, composition, review grammar. Three class and two laboratory periods a week. 6 sem. hrs.

Sp. 203-204—Second Year College

For students who have successfully completed Sp. 103-104. Conversation, review grammar, readings of selected masterpieces, and composition. Three class and two laboratory periods a week. 6 sem. hrs.

Sp. 303-304—Advanced Spanish Conversation and Composition

Prerequisite: Sp. 202 or 204 and/or permission of the Spanish adviser and the instructor. Three class and two laboratory periods a week. 6 sem. hrs.

Prerequisite for the Following Courses: Sp. 303-304 or an equivalent knowledge of Spanish.

Sp. 305—A Survey of Spanish Literature I

Representative selections and masterpieces of Spanish literature to 1700. 3 sem. hrs.

Sp. 306—A Survey of Spanish Literature II

Representative selections and masterpieces of Spanish literature from 1700 to the present day. 3 sem. hrs.

Sp. 310—Medieval and Renaissance Literature

A comprehensive study of the beginnings of Spanish poetry and drama. 3 sem. hrs.

Sp. 311—The Golden Age

A comprehensive interpretation of the poetry and drama. 3 sem. hrs.

Sp. 313—Cervantes

An introduction to Cervantes with emphasis on the intensive study of *Don Quixote*. 3 sem. hrs.

Sp. 322—International Trade

Commercial correspondence, bills of lading, etc. 3 sem. hrs.

Sp. 325—The Literature of the Nineteenth Century I

A comprehensive study of the ideas and theories in poetry and drama to 1898. 3 sem. hrs.

Sp. 326—The Literature of the Nineteenth Century II

A detailed study of the novel and short story from 1830-1898. 3 sem. hrs.

Sp. 327—Historical Survey of the Culture and Civilization of Spain

Historical perspective of the dominant ideas and ideals of the inhabitants, colonizers, and conquerors of the Iberian Peninsula and the resultant religious, social, political, cultural, and educational institutions of Spain. 3 sem. hrs.

Sp. 341—Twentieth Century

A comprehensive study of the poetry and drama. 3 sem. hrs.

Sp. 351—A Survey of Spanish-American Literature

From the period of discovery, exploration and colonization through the Modernista Movement. 3 sem. hrs.

Sp. 361—Teaching Methods

A course designed to give intensive training in particular skills to teachers and student teachers of Spanish. 3 sem. hrs.





## Department of Library Science

James W. Dyson, A.M., B.S., in L.S., *Chairman*

The Department offers eighteen semester hours in Library Science. The program is designed to enable teachers and teacher-librarians to satisfy the requirements established by the State of Louisiana and the Southern Association for certification as school librarians.

### LS 201—School Library Administration

A study of the aims and an understanding of the basic principles of library administration in the light of the twentieth century educational principles. Developing skills by practice in purchasing, budgeting, processing, circulation, including weeding and withdrawals, and publicity. Efficient planning and arrangement of library equipment. Training of professional and clerical personnel. Relationship of the librarian with the administration, faculty, and students. Prerequisite for LS-390. 3 sem. hrs.

### LS 202—Functions of the School Library

Presentation of the aims and functions of library service through a historical development of school library service. The uses of various library materials and services with special consideration of reference service, guidance in reading; instruction in the use of the library. Classification and cataloging, setting up and maintaining a card catalog, shelf list, vertical file; filing; mending, and binding routines. 3 sem. hrs.

### LS 311—Selection of Books for Children

Analysis of the principles and tools in the selection of books and audio-visual aids for children from the first through the seventh grades. Development of the ability to evaluate various types of books for library use with emphasis on writers, illustrators, publishers, and editions. Classics and current books are read and evaluated to develop skills in recognizing the literature that appeals to children. 3 sem. hrs.

### LS 312—Selection of Books for the Young Adult

Criteria for selection of books and audio-visual aids for the young adult based on the educational program of the school. Skillful use of tools in the various areas of knowledge; reading guidance; reading and evaluating current trends in present day books and the choice of some adult books for the young adult. Examination of printed and audio-visual tools. 3 sem. hrs.

### LS 351—Selection of Library Materials

Instruction in the use of reference materials; their content, evaluation, organization and use. Examination of the textual features of books. General characteristics of reference material in their relations to the school curriculum. Methods of selecting reference material and instruction in their use. 3 sem. hrs.

### LS 390—School Library Observation and Practice

Provides prospective school librarians with the opportunities to apply and test their knowledge of the theories acquired in preceding courses. Affords the means to acquire skills and aptitudes in the administration of the school library. Prerequisite LS 201. 3 sem. hrs.



## Department of Mathematics

Rev. John F. Keller, S.J., M.S., *Chairman*

*Associate Professors:* Rev. John Keller, S.J., Mr. Lewis Todd, Rev. Bernard Tonnar, S.J.; *Assistant Professors:* Rev. Andrew Whitman, S.J., Mr. Ray Witham; *Instructors:* Mrs. Leonore Doody, Mr. Albert Monlezun; *Visiting Lecturer:* Mrs. Viola Partridge.

The following sequences of courses are to be noted: Mt. 257, 258 and 260; Mt. 125, 257, 259 and 260.

### Course Offerings—1966-1967

Fall: Mt. 111, 113, 125, 211, 221, 257, 259, 260, 315, 347, 361, 370  
 Spring: Mt. 112, 114, 212, 222, 257, 258, 260, 325, 348, 352, 362, 363

## DEPARTMENT OF MATHEMATICS

### Mt. 111-112—Fundamental College Mathematics

A course covering topics from Modern Algebra, the Calculus, and Analytic Geometry. Topics such as the following are discussed: theory of sets and subsets; vectors and matrices; stochastic processes; Markov chains; linear programming and the theory of games. Derivatives and integrals of polynomials, with applications; derivatives and integrals of exponential functions, logarithms, trigonometric functions, and general powers; elementary topics from analytic geometry. This course is taken by those freshmen who will take no further courses in Mathematics. 6 sem. hrs.

### Mt. 113-114—Number Systems and Informal Geometry

Numeration; Whole numbers; Rational number system; Coordinates and equations; Real numbers; Mathematical systems; Elementary number Theory; Elements of set theory; Non-Metric geometry; Study of space, plane, and line as sets of points, considering separation properties and simple closed curves; Measurement; Triangles—congruence and similarity; Parallelograms; Volumes and surface Areas; Circles and Spheres. This course is open to elementary education majors only. 6 sem. hrs.

### Mt. 121—Unified College Algebra and Trigonometry

This course in traditional College Algebra unified with the elements of Plane Trigonometry is designed to serve as a foundation, when necessary, for Mt. 257-258. 3 sem. hrs.

### Mt. 125—Unified College Algebra and Trigonometry

A thorough course in College Algebra unified with the elements of Plane Trigonometry. This course is taken by those freshmen who will major in Mathematics or in the Physical Sciences. 5 sem. hrs.

### Mt. 211-212—Introduction to Abstract Algebra

Development of the real number system and a study of polynomials. 6 sem. hrs.

### Mt. 221-222—Introductory Linear Algebra

Linear equations, linear spaces, linear transformations, polynomials, rational and Jordan forms, inner product spaces, bilinear forms. 6 sem. hrs.

### Mt. 257—Analytic Geometry and Calculus I

The first of three semesters of a very thorough course in Calculus combining the elements of Plane Analytic Geometry. This course is taken in the Fall by those freshmen who enter with exceptional secondary training in mathematics. It is taken in the Spring by those students who were allowed to take Mt. 125 in the Fall of their freshman year. 5 sem. hrs.

### Mt. 258—Analytic Geometry and Calculus II

The second of three semesters of the thorough course in Calculus and Analytic Geometry for those students who took Mt. 257 in the Fall. 5 sem. hrs.

### Mt. 259—Analytic Geometry and Calculus II

The second of three semesters of the thorough course in Calculus and Analytic Geometry for those students who took Mt. 257 in the Spring. 3 sem. hrs.

### Mt. 260—Analytic Geometry and Calculus III

The third semester of the combined course for all students. This course is offered every semester. 3 sem. hrs.

**Mt. 315-316—Linear Algebra**

Linear equations and matrices: systems of linear equations, row equivalence, Gaussian elimination, echelon forms. Vector spaces: Linear bases and subspaces, dimension, inner product, length, angle, direction cosines. Linear mappings: kernel and image of a map, rank of a map, representation of linear maps by matrices, algebra of linear mappings and matrices, change of basis in a linear mapping, similar matrices. Determinants. Quadratic forms: symmetric matrices and quadratic forms, quadric surfaces, linear transformation, inner product, orthogonal bases, orthogonal reduction, characteristic roots and vectors, invariants. Applications to analytic geometry. Vector cross product: geometric interpretation, algebraic properties, uses in line and plane geometry. 6 sem. hrs.

**Mt. 325-326—Modern Algebra**

Relations, semigroups, groups, Abelian groups, rings, integral domains, fields, tensor algebras, exterior algebras, symmetric algebras, categories and functors. 6 sem. hrs.

**Mt. 347-348—Mathematical Probability and Statistics**

Probability; Discrete and continuous density and distribution functions; Expectation, variance and moments of a distribution; Sampling theory and distributions; Estimation; Confidence limits; Tests of hypothesis; Regression correlation and curve fitting; analysis of variance. 6 sem. hrs.

**Mt. 352—Ordinary Differential Equations**

3 sem. hrs.

**Mt. 361-362—Advanced Calculus**

A thorough course in Advanced Calculus based on Kaplan's Advanced Calculus.

6 sem. hrs.

**Mt. 363—Introduction to the Theory of Complex Variables**

Elementary functions, conformal mapping, integration, Taylor series, residues, analytic continuation, Riemann surfaces, meromorphic functions, Dirichlet problem, functions of several complex variable. 3 sem. hrs.

**Mt. 364—Introduction to the Theory of Functions of Real Variables**

Completion of a metric space, normed linear spaces, Hilbert spaces, Banach spaces, integration theory, measure theory. 3 sem. hrs.

**Mt. 370—Introductory Topology**

Sets; closed sets and open sets in metric spaces; homoeomorphism and continuous mappings; connection; separation theorems; simply connected domains; connectivity properties. 3 sem. hrs.

**Mt. 395-396—Introduction to Mathematical Research I**

6 sem. hrs.

**Mt. 397-398—Introduction to Mathematical Research II**

6 sem. hrs.





## Department of Medical Technology

John G. Arnold, Jr., Ph.D., *Chairman*

*Professor:* Dr. John Arnold, Jr.; *Associate Professor:* Mr. Timothy Duggan; *Assistant Professor:* Miss Anna Persich; *Instructor:* Mrs. Marie Villere; *Visiting Lecturer:* Mrs. Virginia Fogarty.

### Course Offerings—1966-1967

Fall: Md. 101, 201, 203, 301, 303, 305, 307, 390

Spring: Md. 102, 202, 204, 302, 304, 306, 308, 391

Summer Session: Md. 209, 211

#### Md. 101—Introductory Medical Technology

A course designed to instruct the student in the ethics of the profession, the care and use of laboratory equipment and the principles and practice of Medical Technology.  
1 sem. hr.

#### Md. 102—Hematology

This course is a thorough study of blood and blood forming tissues. It considers the histology, physiology and morphology of blood and those aspects which will throw light upon the disorders of blood.  
2 sem. hrs.

#### Md. 104—Hematology Laboratory

This course will consist of extensive laboratory work in hematology. 2 sem. hrs.



**Md. 201—Urinalysis and Liver Function**

A study of the history, principles, and practice of urinalysis, pregnancy tests, kidney function tests, and liver function tests. 2 sem. hrs.

**Md. 202—Clinical Parasitology and Gastric Analysis**

This is a lecture course which includes the principles and practice of gastric analysis, fecal analysis and the parasites of the intestine and blood. 2 sem. hrs.

**Md. 203—Urinalysis Laboratory**

A complete laboratory course in the principles and practice of urinalysis, pregnancy tests, and kidney function tests, and liver function tests. 2 sem. hrs.

**Md. 204—Clinical Parasitology and Gastric Analysis Laboratory**

This course will consist of extensive laboratory work in gastric analysis, fecal analysis, and clinical parasitology. 2 sem. hrs.

**Md. 209—Mammalian Physiology**

An intensive lecture course stressing the relationship of Mammalian Physiology to Medical Technology. This course is restricted to Medical Technologists. Prerequisite: Bl. 101-102. This course is offered in the Summer Session only. 2 sem. hrs.

**Md. 211—Mammalian Physiology Laboratory**

This laboratory is designed to stress the relationship of Mammalian Physiology to Medical Technology. This course is restricted to Medical Technologists. Prerequisite: Bl. 101-102. This course is offered in the Summer Session only. 2 sem. hrs.

**Md. 301—Clinical Medical Technology**

This is a course designed to review the principles and techniques of the various phases of Medical Technology correlated with the work of the Pathologist. 2 sem. hrs.

**Md. 302—Clinical Medical Technology**

A continuation of Medical Technology 301. 2 sem. hrs.

**Md. 303—Immunology and Serology**

This course includes a discussion of the fundamental principles of immunology, the application of serological methods used in testing for immunological reactions and the study of blood banking techniques. 2 sem. hrs.

**Md. 304—Pathogenic Bacteriology**

The lectures and laboratories of this course are designed to acquaint the Medical Technology student with techniques, methods, differential media and reagents used to identify and report pathogenic bacteria clinically. Prerequisite Bl. 301, one year Chemistry. 4 sem. hrs.

**Md. 305—Mammalian Histology**

This lecture course is designed to acquaint the student with the essential structures and facts of the tissues and organs of the human body. Prerequisite Md. 101-102, Bl. 209 or equivalent. 2 sem. hrs.

**Md. 306—Clinical Microtechnique**

In this course are discussed the principles of differential and special stain techniques used in medical and research laboratories for gross or microscopic histological study. It includes such methods as the Papanicolaou's staining technique, celloidin method, freezing methods, etc. Prerequisite Md. 305. 2 sem. hrs.

**Md. 307—Mammalian Histology Laboratory**

This laboratory course presents stained tissues and organs for microscopic study to prepare the student for efficient work in the medical field. Prerequisite Md. 101-102, Bl. 209 or equivalent. 2 sem. hrs.

**Md. 308—Clinical Microtechnique Laboratory**

This course includes the application of the principles for the preparing of tissues and the staining techniques used as normal procedures of medical and research laboratories for museum and microscopic study. Also special procedures such as Papanicolaou's celloidin method, freezing methods, etc. Prerequisite Md. 305. 2 sem. hrs.

**Md. 390-391—Hospital Technical Training**

This is a hospital training course and includes practical application of principles of Medical Technology which have been covered in the preceding course in the department. This course is of one calendar year (twelve months) duration beginning at the end of the junior year. It is taught in various local hospitals which have been approved by the American Medical Association and the American Society of Clinical Pathologists. Practical laboratory technical experience is allowed for this course. 16 sem. hrs.



## Department of Philosophy

Rev. Henry R. Montecino, S.J., A.M., S.T.L., *Chairman*

*Professor:* Rev. Guy Lemieux, S.J.; *Associate Professor:* Rev. Henry Montecino, S.J.; *Assistant Professors:* Rev. Harold Cooper, S.J., Rev. Alvin Holloway, S.J., Rev. Vincent Miceli, S.J.; *Instructors:* Mr. Martin Jones, Mr. Bernard Parker.

Requirements regarding number of hours:

Students in the College of Business Administration, 15 hours; A.B., B.S., Pre-legal, B.M., 15 hours; Pre-dents, Pre-pharmacy, B.M. in Music Therapy, B.M.E. and Evening Division, 9 hours.

The curriculum consists of courses which are prescribed, i.e., must be taken by all students, and electives. The prescribed courses are Pl. 202-Metaphysics, Pl. 301-The Philosophy of Human Nature, and Pl. 302-Ethics. All other courses are electives.

Those students who are required to take only 9 hours must take these three basic courses. Those who are required to take more than 9 hours must take these three basic courses plus as many elective hours as are necessary to fulfill their requirements.

## Course Offerings—1966-1967

Fall: Pl. 201, 202, 211, 301, 302, 304, 311, 316, 320

Spring: Pl. 201, 202, 301, 302, 311, 312, 314, 317, 320

### Pl. 201—Logic

An analysis of univocal, equivocal and analogous meanings and study of the laws for applying such meanings to things. A study of the proposition and laws governing inference. 3 sem. hrs.

### Pl. 202—Metaphysics I

Achieving an explicit awareness of the most basic and all-pervasive datum of human experience, viz., the real is real only because it is, we discover how we come to know that which is. A study of the intrinsically analogical character of beings and our correspondingly analogical knowledge of them; the "structure" of the beings of our experience according to their actual and potential composition on three different levels and finally an explanation of the genesis of beings as being. 3 sem. hrs.

### Pl. 203—Metaphysics II

The approach to God through reason. A detailed analysis of the Five Ways of St. Thomas Aquinas, together with a discussion of the nature of God, His principal attributes, the problem of evil and the creation of the universe. Prerequisite: Pl. 202. 3 sem. hrs.

### Pl. 211—Survey of Ancient Philosophy

An historical study of the main ideas of ancient philosophers from the Pre-Socratics to St. Augustine and the Christian era. Emphasis placed on Plato, Aristotle and Plotinus. 3 sem. hrs.

### Pl. 212—Survey of Medieval Philosophy

An historical study of the main ideas of the Medieval period from St. Augustine to the Renaissance, with emphasis on the systems developed during the golden era of scholasticism. 3 sem. hrs.

### Pl. 301—The Philosophy of Human Nature

A philosophical study of life, especially the life of man. This course investigates the unity of man, his vegetative, sensory and rational activities. Stress is laid on the nature and origin of intellectual knowledge, the nature of volitional activity and the freedom of choice. The course culminates in demonstrating the spirituality, immortality and creation of the human soul. Prerequisite: Pl. 202. 3 sem. hrs.

### Pl. 302—Ethics

A philosophical study of the nature and general principles of moral conduct. God as the end of man, the norm of morality, conscience, the nature of rights and duties, positive and natural law. The duties of the individual as an individual and as a member of society. Man's duties to God, to himself, to his neighbor; the origin and limitations of private property; society and its different kinds. Prerequisite: Pl. 202, 301. 3 sem. hrs.

### Pl. 304—Philosophy of Knowledge

What does it mean "to know"? How various types of knowledge are related to one another: sense-perception and intellection; probability and certitude; common sense judgments, theoretical science, philosophy and religious faith; conceptual knowledge, judgment and reasoning. Prerequisite: Pl. 203, 301. 3 sem. hrs.

## DEPARTMENT OF PHILOSOPHY

### Pl. 311—Survey of Modern Philosophy

An historical study of the main ideas of the modern period from the Renaissance to Kant. 3 sem. hrs.

### Pl. 312—Contemporary Philosophy

Hegelian idealism, Marxism, Bergsonism, Husserlian phenomenology, Existential phenomenology; Pragmatism (emphasizing John Dewey), Logical Atomism (G. E. Moore, Bertrand Russell), Linguistic Analysis (Wittgenstein, the Oxford and Cambridge schools), Logical Empiricism (Carnap and Ayer); American Realisms: Whitehead, Neo-Realism (Perry) and Critical Realism (George Santayana). Prerequisite: Pl. 202, 301. 3 sem. hrs.

### Pl. 313—Aesthetics

The nature of aesthetic experience. A study of contemporary critical and aesthetic theories in literature and the fine arts with special emphasis upon their practical application in contemporary poetry, painting and sculpture. 3 sem. hrs.

### Pl. 314—Current Philosophical Movements

A study of 20th Century Philosophy from Wittgenstein to the present. 3 sem. hrs.

### Pl. 315—Special Problems in Philosophy

Matter to be arranged. 3 sem. hrs.

### Pl. 316—Philosophy of History

An exploration of the efforts of philosophers to seek a fundamental unification underlying the vicissitudes of history. Emphasis will be placed on Augustine's, *The City of God*, Hegel's, *The Philosophy of History*, Spengler's, *The Decline of the West*, and Maritain's, *On the Philosophy of History*. Selected readings to be assigned. Prerequisite: Pl. 202. 3 sem. hrs.

### Pl. 317—Medical Ethics

An explanation of the relation of the principles of moral conduct as these principles apply to situations in the field of medical studies and in medical practice. Prerequisites: Pl. 202, 301. 3 sem. hrs.

### Pl. 318—Survey of American Philosophy

A general introduction to six outstanding American Philosophers: Peirce, James, Royce, Santayana, Dewey and Whitehead. The emphasis will be on the main epistemological, metaphysical and moral problems as interpreted in the writing of these men. Selected readings to be assigned. Prerequisite: Pl. 202. 3 sem. hrs.

### Pl. 320—Gabriel Marcel and Existentialism

Rationalism and Idealism find one of their most eloquent critics in Gabriel Marcel. His *Metaphysics of transcendence* through ascending degrees of participation in being produces a concrete philosophy of intersubjectivity and communion. These leading themes will be treated: incarnation, sensation, presence, primary reflection, secondary reflection, problem, mystery, the spirit of abstraction and the quest for communion. This Christian existentialism will be interpreted in relation to Scholasticism and the antitheistic existentialism of Sartre. Prerequisite: Pl. 202. 3 sem. hrs.

### Pl. 321—Philosophy of Education

A survey of the leading philosophies that have influenced western educational theories, methods, and curricula from pre-Christian era to the present. 3 sem. hrs.

### Pl. 322—Problems of Atheism

The problem of God in the Biblical, Modern, and Contemporary era. 3 sem. hrs.





## Department of Physics

Rev. Francis A. Benedetto, S.J., Ph.D., *Chairman*

*Professors:* Rev. Francis Benedetto, S.J., Rev. Karl Maring, S.J.; *Associate Professors:* Dr. David Keiffer, Jr., Mr. Lawrence Strohmeier; *Assistant Professors:* Dr. Carl Brans, Rev. James Carter, S.J., Mr. Henry Garon.

The degree programs, *B.S.—Physics* and *B.S.—Physics (Honors Program)*, have been designed to meet the challenge of an especially rapidly developing scientific age. Primary emphasis is placed on the preparation of students for advanced degree work in graduate schools of their choice. Recognizing that no fixed program could long survive the changing demands of the times, the American Association of Physics Teachers—an affiliate of the *American Institute of Physics*—has adhered to its long-standing policy of not formulating a standard accreditation program. On the contrary, it is continually attempting to vitalize and modernize instruction in physics through frequent colloquia, and most recently through studies and recommendations of the *Commission on College Physics*. The department collaborates with the above groups, and its degree programs have been formulated to harmonize completely with their recommendations as well as with the recommendations of the *Committee on the Undergraduate Program in Mathematics*.

Two types of sequences are offered. Inter-disciplinary and Advanced Placement. The inter-disciplinary sequence allows for either added concentration in physics or for minors in professional fields for which the basic B.S. in Physics is either recommended or highly desired. Exceptional students who might initially not qualify for the advanced placement sequence may transfer into the "Honors" program after the sophomore year if they have demonstrated sufficient proficiency.

Four years of mathematics, including one year of "abstract" mathematics, is strongly recommended; minimum mathematics requirements include a sequence through Differential Equations. One extra semester of upper division mathematics or computer science is required of all students electing the added concentration in Physics. Minimum physics requirements are 38 semester hours in physics, of which courses number Ph. 211-212, 215, 221-222, 305, 345, and 350 are mandatory.

For the *B.S.—Physics (Honors Program)* students must complete a minimum of 52 credits in physics, including the above-mentioned mandatory physics requirements plus three additional semesters of upper division mathematics beyond Differential Equations. A senior-level thesis based in independent study or undergraduate research and a quality quotient of 3.0 or better in physics and mathematics are required.



# Course Offerings—1966-1967

Fall: Ph. 100, 140, 200, 201, 211, 215, 221, 240, 290, 300, 340, 345, 350, 353, 360, 370, 374, 380  
 Spring: Ph. 100, 103, 141, 200, 203, 212, 222, 241, 251, 291, 300, 305, 341, 346, 347, 351, 357, 361, 371, 375, 381

## Ph. 100—Seminar

Weekly meetings, obligatory for all physics majors. Topics covered in these meetings include: reports by students on individual projects, digests of published scientific literature, demonstrations of special equipment and techniques, reports on departmental activities.  
 No academic credits.

## Ph. 200—Seminar

As above, sophomore year.

## Ph. 300—Seminar

As above, junior year.

## Ph. 399—Seminar

As above, senior year.

## Ph. 103—Introductory Physics

A lecture-demonstration course designed specifically as an orientation course for those whose interests lie in the sphere of the humanities and to aid in their interpretation of their immediate physical environment. From time to time rigorous laboratory exercises are assigned. A knowledge of algebra is required.  
 4 sem. hrs.

## Ph. 140-141—Special Projects

Spontaneous activities of the "Independent Study" type. These may be either experimental or theoretical. Experimental groups will be concerned with developing and constructing equipment suitable for demonstrations, teaching, or research. Theoretical groups will select fields of study within their interests and abilities and for which no formal lecture courses are currently available on campus. Projects are selected by the student and are subject to approval and supervision by staff. No prerequisite.  
 0 sem. hrs.

## Ph. 201-203—General Physics

The principles of mechanics, heat, sound, light, magnetism, electricity, and fundamentals of atomic physics. In presenting these topics the special interests of the biological sciences and the general education groups are kept in view. Three lectures and one laboratory session each week. Prerequisite: Mt. 111-112.  
 8 sem. hrs.

## Ph. 211-212—Physics I

The first part of an intensive course in general physics. It is intended for students whose major fields of concentration are chemistry, mathematics, or physics, as well as for pre-engineering students. The objectives of this course are a thorough grounding based on rigorous mathematical treatment in the fundamentals of mechanics, wave motion, sound, and heat. Three lectures, one laboratory, and one review session each week. Minimum prerequisite: Mt. 257 which may be taken concurrently.  
 10 sem. hrs.

## Ph. 215—Optics

The fundamental principles of geometrical and physical optics, with an introduction to modern theories of radiation. One period per week will be dedicated to laboratory instruction. The experimental and theoretical approach is integrated, following essentially the methods of Jenkins and White (lectures) and Palmer (laboratory). Prerequisites: Ph. 111-112.  
 3 sem. hrs.

## Ph. 221-222—Physics II

A continuation of Physics I, emphasizing electricity, magnetism, and atomic physics. Three lectures, one laboratory, and one review session each week. Prerequisites: Ph. 111-112; Mt. 257-259.  
 8 sem. hrs.

## Ph. 240-241—Special Projects

Prerequisite: Ph. 140-1.

2 sem. hrs.

## Ph. 251—An Introduction to Radiation Science

A cooperative offering by the departments of Biological Sciences, Chemistry, and Physics, presenting a survey of the nature, measurement, and effect of ionizing radiations in chemical and biological systems. Designed to acquaint the beginner with theory and methods of use of radiation as a research tool. Geiger counter techniques will be used primarily; absorption and half-life experiments, tracer methods,

biological uptake and distribution, chemical separations, isotope dilutions and similar topics will be covered in lectures and in the laboratory. Prerequisite: Discretion of professor in charge of the course. Physics section in Spring; Biology and Chemistry sections in Fall. 3 sem. hrs.

### Ph. 290-291—Special Laboratory and Shop Techniques

Selected topics in high vacuum work, glass-blowing, instrument shop, and photographic dark-room practices. Limited enrollment. 4 sem. hrs.

### Ph. 305—Introductory Electromagnetics

Electromagnetics is presented from the field-theoretical viewpoint. Topics presented include Fields, Potentials, Dielectrics, Electromagnetics, Currents, Maxwell's Equations, and Waves. Calculus and some knowledge of vectors is presumed. Three lectures, one review session and one laboratory each week. Prerequisite: Ph. 221. 4 sem. hrs.

### Ph. 340-341—Special Projects

Prerequisite: Ph. 240-1. 2 sem. hrs.

### Ph. 345-346—Electronics and Radio Physics

The electron and its properties; thermionic and photo-electric emission; radio transmission and receiving circuits and apparatus. Solid state elements, ultrahigh-frequency and micro-wave techniques are included. Prerequisite: Ph. 221-2; Mt. 352. 10 sem. hrs.

### Ph. 347—Advanced Electronics

Topics and experiments covering the theory, design and evaluation of selected circuits and systems with special emphasis on solid state circuitry. Two lectures and one laboratory session per week. Prerequisite: Ph. 345-346. 3 sem. hrs.

### Ph. 350-351—Theoretical Physics I

A unified lecture course covering the theoretical aspects of classical and modern physics. Topics especially emphasized include classical mechanics and introductory quantum mechanics. Prerequisite: Mt. 352 (may be waived at option of instructor) 6 sem. hrs.

### Ph. 353—Thermal Physics

An intermediate level single semester course starting with discussion and applications of the first and second laws of thermodynamics. An introduction to statistical mechanics is presented with applications of Boltzman, Fermi-Dirac and Bose-Einstein distributions. Prerequisite or corequisite: Ph. 350. 3 sem. hrs.

### Ph. 355—Solid State Physics

An advanced level single-semester course stressing theory of solid state physics including statistics, classical and quantum, energy levels, metals, semi-conductors, electrical and magnetic effects in solids. Prerequisites at the discretion of the instructor. 3 sem. hrs.

### Ph. 356—Low Temperature Physics

An advanced level, single-semester course stressing theory in low temperature physics, including the production and control of low temperatures, thermometry, superconductivity, super-conducting magnets, liquid helium. Prerequisites at the discretion of the instructor. 3 sem. hrs.

### Ph. 357—Nuclear Physics

An advanced level, single-semester course stressing quantum mechanics, nuclear energy levels, nuclear theory, particles, high energy devices, detectors. Prerequisite: Ph. 350-1. 3 sem. hrs.

### Ph. 360-361—Theoretical Physics II

A continuation of the theoretical physics sequence stressing electromagnetic field theory, quantum mechanics, and relativity. Three lectures each week. Prerequisite: Ph. 350-1. 6 sem. hrs.

### Ph. 370-371—Advanced Physics Laboratory

An advanced lab with minimum supervision with the objectives of training students to be self-reliant and resourceful in planning and performing experiments not ordinarily performed at the elementary level. Research grade equipment is used and students may select their choice of experiments from one or more of the following disciplines; mechanics, optics, thermodynamics, acoustics, atomic physics, solid state physics, spectroscopy, and electronics. Enrollment restricted to Physics majors who are seniors. Two laboratory sessions each week. 4 sem. hrs.

### Ph. 374-375—Advanced Theoretical Study

Physics seniors who have demonstrated exceptional performance in Independent Study and who are developing marked proficiency in a selected field of theoretical physics may be allowed to concentrate in this specialty during their senior year by special arrangement. Program and credits must be determined in each individual case. Restricted registration. 4 to 8 sem. hrs.

### Ph. 380-381—Special Projects

Prerequisite: Ph. 340-1. 2 sem. hrs.



## Department of Psychology

Gregory T. Kohles, M.S., *Acting Chairman*

*Assistant Professors:* Dr. Paddy Doll, Mr. Gregory Kohles.

### Course Offerings—1966-1967

Fall: Psy. 101, 201, 301, 308, 310, 312, 330, 336, 390  
 Spring: Psy. 102, 203, 303, 309, 311, 334, 338, 385, 398

#### Psy. 101-102—Introductory Psychology

General introduction to the field of psychology.

6 sem. hrs.

#### Psy. 201—Elementary Statistics

Introduction to the use of statistics in psychology. Two lectures, one lab. 3 sem. hrs.

#### Psy. 203—Experimental Methods

A detailed treatment of the application of the scientific method in psychology. Principles of data collection, analysis, interpretation and reporting. Prerequisites: Psy. 101-102 and 201.

3 sem. hrs.

- Psy. 301—Intermediate Statistics  
Foundations of statistical inference. Parametric and non-parametric techniques.  
Prerequisite: Psy. 101-102 and 201. 3 sem. hrs.
- Psy. 303—Experimental Design  
An intensive treatment of the major techniques of design and analysis of experiments in psychology. Prerequisite: Psy. 301. 3 sem. hrs.
- Psy. 308—Learning  
Contemporary theories and experiments in the field of learning. Prerequisite: Psy. 101-102. 3 sem. hrs.
- Psy. 309—Motivation 3 sem. hrs.
- Psy. 310—Personality  
Survey of major theories of personality dynamics and structure. Prerequisite: Psy. 101-102. 3 sem. hrs.
- Psy. 311—Perception 3 sem. hrs.
- Psy. 312—Social Psychology  
Psychological nature of society and social interaction; individual and group relationships; factors influencing group behavior. 3 sem. hrs.
- Psy. 330—Developmental Psychology  
Development of behavior and psychological activity through the prenatal period, infancy, childhood, adolescence, maturity, and old age. Prerequisite: Psy. 101-102. 3 sem. hrs.
- Psy. 333—Educational Psychology  
Application of psychological principles to the educative process. 3 sem. hrs.
- Psy. 334—History and Systems of Psychology  
Emergence of psychology as an independent science from ancient philosophy and medicine to the present, and an intensive study of current systems of psychology. Prerequisite: Psy. 101-102. 3 sem. hrs.
- Psy. 336—Abnormal Psychology  
A description of classical psychopathology and current theories of etiology and therapy. Prerequisite: Psy. 101-102. 3 sem. hrs.
- Psy. 338—Psychological Tests and Measurement  
Principles and practice of basic psychological testing. Theory of measurement; test construction; reliability and validity. Prerequisites: Psy. 101-102 and 201. 3 sem. hrs.
- Psy. 385—Industrial Psychology  
Application of psychological principles to human problems in industrial situations. Individual needs and motives as they affect group achievement. 3 sem. hrs.
- Psy. 390—Physiological Psychology 3 sem. hrs.
- Psy. 398—Senior Thesis 1 sem. hr.





## Department of Sociology

Lawrence L. Bourgeois, Ph.D., *Chairman*

*Professor:* Dr. Lawrence Bourgeois; *Assistant Professor:* Mr. George Flanagan; *Instructor:* Mr. Thomas Lief; *Visiting Lecturer:* Mr. George Saporito.

### Course Offerings—1966-1967

Fall: Sl. 101, 205, 313, 322, 325, 349  
Spring: Sl. 102, 206, 301, 305, 306, 319, 328

#### Sl. 101—Introductory Sociology

Orientation to social science with basic concepts of social structures and relations. 3 sem. hrs.

#### Sl. 102—Social Institutions

Study of behavior patterns, processes, institutions and culture. 3 sem. hrs.

#### Sl. 205—Social Problems I

Sociological analysis of demographic, economic and political problems. 3 sem. hrs.

#### Sl. 206—Social Problems II

Systematic study of social problems of youth, family and minority groups. 3 sem. hrs.

#### Sl. 301—Urban Sociology

The development of institutional adjustments to modern city life. 3 sem. hrs.



## DEPARTMENT OF SOCIOLOGY

- Sl. 303—The Family  
Analysis of trends and processes in the Western family system. 3 sem. hrs.
- Sl. 304—Problems of Marriage and the Family  
Selected problems of marriage and family living in contemporary American society. 3 sem. hrs.
- Sl. 305—Introductory Social Service  
Background and orientation to the field of professional social work. 3 sem. hrs.
- Sl. 306—The Social Encyclicals  
Theoretical approach to the reconstruction of society based on various Church documents. 3 sem. hrs.
- Sl. 312—Social Psychology  
Development of personality through socialization; motivation and control of social behavior. (Interchangeable credit with Psy. 312.) 3 sem. hrs.
- Sl. 313—Race Relations  
Survey of scientific findings on the development of racial minorities in contemporary society. 3 sem. hrs.
- Sl. 319—Crime and Juvenile Delinquency  
Scientific approach to the causes, prevention and correction of criminality. 3 sem. hrs.
- Sl. 322—Sociological Theory  
Analysis of the works of sociological theorists from Comte to the present time. 3 sem. hrs.
- Sl. 325—Social Statistics  
Introduction to the use of statistics as a research instrument in sociology. 3 sem. hrs.
- Sl. 326—Methods of Social Research  
Principles, objectives, planning techniques and interpretation in scientific social research. 3 sem. hrs.
- Sl. 327—Sociology of Religion  
Survey of empirical studies of the structure and functions of modern religious groups. 3 sem. hrs.
- Sl. 328—Senior Seminar  
Required for sociology majors, but open also to exceptional senior students in other fields with adequate sociological preparation. 3 sem. hrs.
- Sl. 331—Cultural Anthropology  
Origins and distribution of cultures with a survey of contemporary minor culture areas. 3 sem. hrs.
- Sl. 341—American Society  
Analysis of social structure and change in the American socio-cultural system. 3 sem. hrs.
- Sl. 343—Sociology of Work  
Study of the occupational system and of social relations in the urban, industrial system. 3 sem. hrs.
- Sl. 349—Social Aspects of Mental Health  
Sociological analysis of the causes, effects, treatment and prevention of mental illness. 3 sem. hrs.



## Department of Speech

Leo C. Zinser, Ph.B., LL.B., *Chairman*

*Assistant Professors:* Dr. Donald Brady, Mr. Scranton Mouton, Mr. Leo Zinser.

Students majoring in Speech must take 12 semester hours in lower division courses and 18 semester hours in upper division courses to be selected from the following offerings. Selection of all courses must be made under the direction of the departmental advisers.

### Course Offerings—1966-1967

Fall: Sh. 101, 200, 201, 203, 301, 306, 308, 322

Spring: Sh. 102, 202, 204, 302, 307, 309, 310, 323, 324, 325

### Sh. 101-102A—Fundamentals of Speech

For Education Majors only. Study of elemental factors governing good speech content and speaking habits. Emphasis on classroom speaking. 6 sem. hrs.

**Sh. 101-102B—Fundamentals of Speech**

For Speech Majors and Minors and other Bachelor of Arts candidates. Speech content and habits. Analysis of the relationship between voice and personality. Poise and freedom of bodily movement. 6 sem. hrs.

**Sh. 101-102C—Fundamentals of Speech**

For Business Administration students only. Content is similar to 101-102A and B with emphasis of relationship of speech to the field of Business Administration.

6 sem. hrs.

**Sh. 200—Introduction to the Theatre**

A rapid survey intended to stimulate the cultured student's interest in the various approaches and methods of the art form of the Theatre. Prerequisite: En. 102 or permission of the instructor. 3 sem. hrs.

**Sh. 201—Dramatic Interpretation**

Fundamentals of acting, line interpretation, establishing mood, analyzing character; detail work in pantomime. 3 sem. hrs.

**Sh. 202—Dramatic Interpretation**

A practical course in the technique of acting; creating a role; mental and emotional phases of the art as well as the development of technical skill; practical application of these principles and skill; stage movement, voice and line reading. Prerequisite: Sh. 201. 3 sem. hrs.

**Sh. 203—Public Speaking and Debate**

The types of public address and the basic forms of support; audience analysis and motivation; introduction to the principles of logic persuasion as applied in group discussions and debates; functions of the chairman, participants, audience; parliamentary law; the forum and panel types of discussion. 3 sem. hrs.

**Sh. 204—Public Speaking and Debate II**

The "Oregon" and audience participation styles of debate. The panel debate. Prerequisite: Sh. 203. 3 sem. hrs.

**Sh. 301-302—Introduction to the Basic Principles of Speech Correction**

Common vocal and aural disorders in the school-age child. Phonetics. Phonetic analysis of speech. 6 sem. hrs.

**Sh. 303—Discussion and Debate Direction.**

A study of coaching procedures and of methods of preparing for contest debating; research in background and bibliography of past and current college and high school annual debate questions. A study of the organization and direction of forums, panels, symposiums, and other discussion methods with emphasis on those best suited for radio presentation. Prerequisites: Sh. 203-204 or permission of instructor. 3 sem. hrs.

**Sh. 306—Oral Interpretation of Literature**

A study of the techniques of oral presentation of prose, poetry, drama; practice in the delivery of selected types; exercise for the development of tone, melody, timing, and emphasis. 3 sem. hrs.

**Sh. 307—Shakespearian Theatre**

Studies the technical development of drama and theater from 1550 to 1642; study based on selected types and styles of plays and play-productions with special attention to the techniques of playwriting, stage and scenery design, acting and directing; emphasis on the work of Shakespeare and Jonson. 3 sem. hrs.

**Sh. 308—Contemporary Theatre**

Studies current influences and trends of play writing and play production for amateur and professional stage; artistic and technical development from 1900 to the present, including discussion of motion picture and television offerings and selected types and styles of play. 3 sem. hrs.

**Sh. 309—Play Direction**

The principles of play direction; stage composition, movement, grouping, and business; control and development of tempo, rhythm, climax. 3 sem. hrs.

**Sh. 310—Advanced Acting**

A continuation of Sh. 202 for greater facility in the expression of character and emotional reaction through the study of a wide variety of roles. The presentation of an outstanding character interpretation will be required of each student. 3 sem. hrs.

**Sh. 311—Experimental Theatre**

A study of the increasing flexibility of the modern theatre and of the consequent change in acting styles. Includes consideration of the 'avant-garde' theatre. 3 sem. hrs.

**Sh. 312—The Plays of Eugene O'Neill**

The place in American theatre of the works of O'Neill, with a history of their production, and a study of his influence on American dramaturgy. 3 sem. hrs.

**Sh. 324—History of Acting Styles**

A study of changing methods and styles in acting from the Greeks to the modern day. Covers Grecian period, the Commedia del Arte, the Elizabethan, the Restoration and modern periods. Exercises in each period required. Prerequisite: Sh. 201-202. 3 sem. hrs.

**Sh. 325—Techniques of Speech Pedagogy**

A study of the various methods of teaching fundamentals of public speaking. Class direction by students required. Prerequisite: Sh. 101-2 or permission. 3 sem. hrs.

**Sh. 326—Introduction to Play Writing**

Analysis of the one-act play form. Student required to write one-act script suitable for radio, television, stage, or allied media. 3 sem. hrs.

**Sh. 327—Advanced Play Writing**

Analysis of the structure of the full-length play. Student must complete one full-length script suitable for radio, television, the stage or allied media. 3 sem. hrs.



## Department of Theology

Rev. J. Emile Pfister, S.J., S.T.D., *Chairman*

*Associate Professors:* Rev. Alvin Pilie, S.J., Rev. H. James Yamauchi, S.J.; *Assistant Professors:* Rev. Joseph Molloy, S.J., Rev. Anthony O'Flynn, S.J., Rev. J. Emile Pfister, S.J.; *Instructors:* Mr. John Connolly, Rev. Patrick Phillips, S.J., Rev. Louis Poche, S.J., Mr. Thomas Spitzfaden.

### Course Offerings—1966-1967

Fall: Required Courses: Th. 121, 221, 222  
 Elective Courses: Th. 321, 325, 334, 341, 343, 347  
 Spring: Required Courses: Th. 121, 221, 222  
 Elective Courses: Th. 306, 321, 335, 340, 342, 344, 347, 357, 395

### Th. 121—Introduction to Sacred Scripture

An historical, literary, and theological orientation to the reading of the Bible; special emphasis on Salvation History, Covenant, Messianism, Kerygma, Catechesis, the Church, and the Good News of Salvation proclaimed and achieved by Jesus Christ.  
 3 sem. hrs.

### Th. 221—Dogma I: Fundamental Theology

The nature of Revelation and Faith in Scripture and Tradition; the role of Scripture and Tradition in the expression of the Revelation and transmission of the Good News of Salvation; the development of dogma. A dogmatic study of the Incarnation and of the Church, the Mystical Body of Christ; the Pauline portrayal of the Church. Prerequisite: Th. 121.  
 3 sem. hrs.



- Th. 222—Dogma II: The Trinitarian Life, Grace, and the Sacraments  
 A study of the Supernatural Life and the Divine Indwelling; Sanctifying and Actual Grace from the viewpoint of Salvation History, the Epistles of St. Paul to the Galatians and Romans, and the teaching of the Council of Trent. General and individual study of the Sacraments according to St. Thomas Aquinas and contemporary liturgical developments. Prerequisites: Th. 121, 221. 3 sem. hrs.
- Th. 306—The Social Encyclicals  
 Taught in collaboration with the Department of Sociology. For description cf. Sl. 306. 3 sem. hrs.
- Th. 321—Christian Marriage  
 A dogmatic, moral, canonical, and psychological treatment of Christian Marriage. 3 sem. hrs.
- Th. 325—Eschatology  
 A theology of the end term and purpose of both individual and universal history; Heaven; Purgatory; Hell; the Parousia; the Resurrection. 3 sem. hrs.
- Th. 331—History of the Church: The Early Middle Ages  
 400-1200 A.D.)  
 Taught in collaboration with the Department of History. For course description cf. Hs. 311. 3 sem. hrs.
- Th. 332—History of the Church: The Protestant Reformation  
 Taught in collaboration with Department of History. For description cf. Hs. 323. 3 sem. hrs.
- Th. 333—History of the Church: The Counterreformation  
 Taught in collaboration with the Department of History. For description cf. Hs. 324. 3 sem. hrs.
- Th. 334—History of the Church: The Catholic Church in the United States I (1526-1865)  
 Taught in collaboration with the Department of History. For description cf. Hs. 211. 3 sem. hrs.
- Th. 335—History of the Church: The Catholic Church in the United States II (1866-1950)  
 Taught in collaboration with the Department of History. For description cf. Hs. 212. 3 sem. hrs.
- Th. 340—The Sacred Liturgy  
 The history and spirit of the Liturgy of the Western Rite; the fundamentals of Christian Worship; the Liturgy Constitution of Vatican II and contemporary liturgical developments. 3 sem. hrs.

Th. 341—History of the Church: The Catholic Church in the 19th Century

Taught in collaboration with the Department of History. For description cf. Hs. 333.  
3 sem. hrs.

Th. 342—The Contemporary Church: Vatican Councils I & II

Taught in collaboration with the Department of History. For description cf. Hs. 334.  
3 sem. hrs.

Th. 343—The Role of the Layman in the Modern Church

Toward an emerging theology of the laity: the historico—theological justification of the layman's vocation in the Church; the "aggiornamento"; the layman's life in the world, his sacramental life, his life in the Church.  
3 sem. hrs.

Th. 344—Problems in Faith

A critical approach to the knowledge content of faith as seen in the light of scientific, philosophical, theological, and psychological developments.  
3 sem. hrs.

Th. 347—A Study of Atheism

The Problem of God in the Biblical, modern, and contemporary era. 3 sem. hrs.

Th. 357—Theological Foundations of the Ecumenical Dialogue

An historico-dogmatic study of the Reformation in the light of Luther's and Calvin's positive insights into Christianity; Protestant notion of personal commitment and Catholic view of the Church as extension of Christ in time; fundamental Catholicism of Protestantism's devotional life.  
3 sem. hrs.

Th. 395—Biblical Exegesis: Seminar

A study of the history of Biblical Exegesis in the Early Church and in the Patristic era; the Christian Theological Schools of Alexandria and Antioch; exegetical methods of Philo, Origen, Theodore of Mopsuestia, and Gregory of Nyssa.  
3 sem. hrs.



# JESUIT EDUCATIONAL ASSOCIATION

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## **American Jesuit Colleges and Universities**

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## **LOYOLA UNIVERSITY BULLETIN**

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# INDEX

	Page		Page
Absence.....	39	Eligibility for graduation..	44
Accreditation.....	1	English.....	83
Administration.....	9	Examinations	
Admission		comprehensive.....	44
How to apply.....	25	entrance.....	25
of freshmen.....	25	Expenses, student.....	27
of transfer students...	26	Extra-curricular activities	32
requirements.....	26	Faculty.....	10
restriction of.....	27	Faculty Committees.....	17
Advanced Placement....	26	Fees.....	27
Advanced Standing.....	26	Financial Aid.....	28
Army, ROTC.....	24, 46	French.....	98
Attendance, class.....	39	Freshman, definition of...	40
Bachelor of Arts Degree..	52	German.....	100
Bachelor of Science		Goals of University.....	19
Degree.....	54-60	of students.....	19
Bachelor's degree		of Arts and Sciences	20
requirements.....	43	Grades and reports.....	40
Bequests and Gifts.....	20	Graduation	
Biological Sciences.....	63	fee.....	27
Board and rooms.....	30	honors.....	44
Board of Regents.....	8	requirements.....	44
Calendar of Events.....	4-5	Greek.....	95
Certification for teaching.	42	Health service.....	23
Chaplain.....	22	History.....	87
Chemistry.....	66	History of University....	18
Classification of students.	40	Honors,	
Communications.....	71	graduation.....	44
Comprehensive examina-		student.....	41
tions.....	44	Housing, student.....	29
Computer Center.....	23	Incomplete grades.....	41
Computer Science.....	73	International Studies....	49
Course symbols.....	62	Jesuit Educational Assn. .	126
Curriculum.....	52-61	Journalism.....	92
Dean's List.....	41	Junior, definition of.....	40
Degree		Languages.....	94
application for.....	43	Classical.....	94
in absentia.....	44	Modern Foreign.....	97
programs for.....	52	Latin.....	95
requirements for.....	43	Library Science.....	103
Departments of		Loans.....	28
Instruction.....	63	Major, requirements for..	43
Discipline.....	42	Mathematics.....	104
Dismissal.....	41	Medical Technology.....	107
Education.....	74	Medical service.....	23
Elementary.....	78	Military Science.....	46
Physical.....	80	Minor, requirements for..	43
Secondary.....	79	Part time students.....	27



	Page
Payment of fees.....	27
Permission to take courses	42
Philosophy	
department of.....	109
requirements.....	44
Physical Education.....	80
Physics.....	112
Placement Office.....	23
Political Science.....	90
Pre-Dental program.....	61
Pre-Legal program.....	61
Pre-Pharmacy program..	61
Probation.....	41
Programs of study.....	52
Psychology.....	115
Publications, student....	36
Quality Point Rating....	41
Radio Station WWL....	71
Reading Center.....	23
Refund policy.....	28
Repetition of courses....	41
Reports and grades.....	40
Retreats.....	22
ROTC.....	24, 46
Russian.....	101

	Page
Schedule changes.....	40
Scholarships.....	28
Senior, definition of.....	40
Sociology.....	117
Sodality.....	22
Sophomore, definition of.	40
Spanish.....	101
Speech.....	119
Tardiness.....	39
Teacher certification....	42
Television	
department of .....	71
Station WWL-TV.....	71
Testing and Guidance	
Center .....	23
Theology	
department of .....	122
requirements.....	44
Thesis requirements.....	44
Transcript fee.....	27
Transfer students.....	26
Tuition and fees.....	27
Tuition Plan.....	28
Withdrawal.....	39

